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ABSTRACT

The goals of the Career Motivation Program in the Akron Public Schools are to provide students in grades K-6 with activity-centered experiences geared to the development of self-concepts and attitudes toward work and an appreciation of all vocations and the dignity of all workers. Career motivation is the first phase of the Career Development Program; it is based on the belief that every healthy individual is at work at something, and its final outcome is the integration of career education into the total curriculum of the schools. Career motivation activities are presented in the guide to provide teachers at the grade 1 level with suggestions for introducing career education into the curriculum. The guide is divided into 35 units: health (10 units); language arts (5 units); mathematics (1 unit); sciences (10 units); social studies (8 units); and references for all units. Each unit contains: objectives, concepts, teacher approach and pupil activities, references and materials, and goal statements. Transparency masters for some of the learning activities are given. (Author/EC)

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CAREER MOTIVATION

GRADE 1

2

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AKRON PUBLIC SCHOOLS
Akron, Ohio

CONRAD C. OTT
Superintendent

MAR 20 1975

CAREER MOTIVATION PROGRAM

GRADE 1

AKRON PUBLIC SCHOOLS
1972

Prepared By
The Office Of Career Education

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Curriculum and Instruction

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Career Education Programs

FOREWORD

During the 1971-1972 school year the Career Education Program in Akron sponsored and coordinated a committee of classroom teachers to create and develop a Career Motivation Guide for the ongoing curriculum areas in the Akron Public Schools.

Classroom teachers who contributed their time and skills included the following:

Mrs. Evelyn Kirk	Kindergarten
Mrs. Irene Rowe	First Grade
Mrs. Violet Barden	Second Grade
Mrs. Irene Rowe	Second Grade
Mrs. Jean Halfhill	Second Grade
Mrs. Jean Halfhill	Third Grade
Mrs. Judy Dotts	Fourth Grade
Mrs. Mary Becker	Fifth Grade
Mrs. Barbara Vassalotti	Sixth Grade
Miss Diane Sollberger	Sixth Grade
Mr. William Mannion	Curriculum Specialist

Coordination and format of the guide was provided by Mrs. Roberta Ryan, Coordinator-Counselor, Seiberling Elementary School and Mr. Frederick Zeller, Coordinator-Counselor, Firestone Park Elementary School.

Mr. Nicholas Topougis, Project Coordinator provided administrative assistance.

GENERAL INTRODUCTION

Career Motivation K-6 is the first phase of the Career Development Program. The ultimate goal of the total Career Development Program K-10 is the realization and utilization of human potential for general improvement and upgrading of society. The goals of the Career Motivation Program are:

> *To motivate students to want to become a part of the World of Work.*
>
> *To develop in students an awareness of the wide range of job opportunities, an appreciation of all work and the recognition that all work is honorable.*

Through Awareness, Appreciation, and Motivation the elementary school child will understand that work is a meaningful activity, that he engages in at home and school. Later those tasks for which he has assumed responsibility become jobs and occupations which are necessary for maintaining and improving his society and which are the most probable means for the realization of his own human capacity.

As the child progresses through elementary school and his world expands and becomes more comples, the Career Motivation Program will have special meaning for the child in his development as a person.

The K-6 Career Motivation program is based on the belief that every healthy individual is at work at something, especially the elementary school child. By becoming aware of his responsibilities at home and at school and by appreciating the personal meaning that comes from meeting these responsibilities, the child develops Motivation for work in the elementary school. Through Career Orientation and Career Exploration Programs their respect for work translates into career development.

The affective stages of growth require that the child's feelings, perceptions, and beliefs are dealt with in the areas of self-awareness, self-acceptance, self-affirmation of interests, aptitudes, achievements, values and attitudes.

USE OF THE GUIDE

This guide is intended to provide the elementary school teacher with Career Motivation activities related to current curriculum in the Akron Public Schools. The components of the guide are:

Curriculum Area Objectives

Concepts

Activities

Resources

Goal Statements

The final outcome of the Career Motivation Program is the integration of Career Education into the total curriculum of the schools.

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    Measure

SCIENCE
Air
Around The Year
Color
Electricity
Living Things

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GRADE 1 — HEALTH

ALL ABOUT YOU

OBJECTIVES:

1. To help children develop an awareness of job opportunities in public health and safety.

CONCEPTS:

1. Some people need special knowledge and training to perform their jobs, such as nurses, doctors, dentists, firemen and policemen.

ALL ABOUT YOU

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Television program, "All About You" broadcast by station WVIZ.	T.V. and guide to programs	1. Childre bodies aware c to the mental, facets

13

ALL ABOUT YOU

D	REFERENCES AND MATERIALS	GOAL STATEMENTS
l About on WVIZ.	T.V. and guide to programs	1. Children will learn about their bodies and they will become aware of the opportunities related to the dimensions of physical, mental, emotional and social facets of people.

CHILDREN

TEACHER APPROACH AND PUPIL ACTIVITIES

1. Discuss parents, teachers, milkmen, postmen, doctors, policemen, etc. Discuss children's jobs and responsibilities. What jobs can children do to help their parents, teachers, brothers, and sisters? Discuss jobs their brothers and sisters may have, baby sitting, delivering papers, shoveling walks, raking leaves, etc. Help children become aware that they live in a working world, that people want to work, and that there are many different jobs to be done.

REFERENCES AND MATERIALS

With paper and crayons, or magazines, make a mural showing all the different jobs related to the children's homes. Include mother, father, telephone man, news boy, postman, milkman, breadman, Avon Lady, nurse, doctor, policeman, trash man. Use butcher paper and paste. Let all children prepare a picture by drawing or cutting out one.

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CHILDREN

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
chers, octors, cuss re- t jobs elp their brothers, s jobs isters ng, hoveling , etc. aware that ng world, work, and different	With paper and crayons, or magazines, make a mural showing all the different jobs related to the children's homes. Include mother, father, telephone man, news boy, postman, milkman, breadman, Avon Lady, nurse, doctor, policeman, trash man. Use butcher paper and paste. Let all children prepare a picture by drawing or cutting out one.	1. Children will become aware of the different jobs required to maintain a home.

CLEANLINESS

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. After discussion of why we wash our hands after using the toilet and before meals and of why we do not put fingers, crayons, pencils in our mouths (because of virus and bacteria), make up 3 or 4 plastic petry dishes with nutrient Agar. Using clean cotton swabs, gently take a culture from one child's moutn, place the culture on Agar and label the lid. Take several cultures: one of a child's desk, a door knob, the drinking fountain, and the floor. A line can be drawn across the lid of the dish and two cultures put in one dish. Expose one dish to the air. Explain to the children that this is similar to the type of work laboratory workers do and that laboratory workers help doctors in keeping people well and in getting them well when they are sick. Put the cultures in a dark place for a day or two until they grow, then tape them shut, and let the children look at the cultures with a magnifying glass. Tape to a sheet of construction paper and display the cultures on the bulletin board.	Plastic petry dishes, nutrient Agar, cotton swabs, magic markers, magnifying glass, and bulletin board	1. Childr of the laborat

CLEANLINESS

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REFERENCES AND MATERIALS

Plastic petry dishes, nutrient Agar, cotton swabs, magic markers, magnifying glass, and bulletin board

GOAL STATEMENTS

1. Children will experience some of the work tasks of a laboratory worker.

CLEANLINESS (continued)

TEACHER APPROACH AND PUPIL ACTIVITIES

CAUTION: When the unit is completed, the cultures and plastic petry dishes should be burned to dispose of any bacteria.

2. Discuss the clothing the children are wearing. Do they have different clothing for play, church, and parties? Why do they wear clean clothes to school each day? Why not wear their play clothes?

Who keeps their clothing clean, mended, and pressed? How can they help their parents? (By being careful of their clothes. Hanging up their clothes, etc.)

REFERENCES AND MATERIALS

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2. Child
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Child
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CLEANLINESS (continued)

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
unit is com- s and plastic be burned acteria.		
g the children ey have dif- play, church, o they wear hool each day? play clothes?		2. Children will realize the importance of their mothers' work: washing clothes. Children will demonstrate their understanding by participating in the discussion.
thing clean, ? How can ents? (By eir clothes. othes, etc.)		

EYES

TEACHER APPROACH AND PUPIL ACTIVITIES

1. When P.T.A. volunteers check vision, discuss with the children the purpose of the test and the importance of the job the volunteers do. Request a volunteer to speak to the children about the importance of the vision check and her reason for volunteering for the job.

2. Discuss who the person is that will make a thorough examination if the vision check suggests a child may need vision correction.

REFERENCES AND MATERIALS

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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Children realize that some people do not get paid for for a job but do it because it needs to be done.

2. Children recognize that some jobs are specialized.

GOOD FOOD

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Discuss what different children had for breakfast. What happens when they don't eat breakfast? How do they feel? How can they help mother in her job of preparing breakfast? What is a good breakfast?	Breakfast pictures, bulletin board display, crayons, magazines	1. Chi foo mot par
2. Have children cut out pictures of food people like to eat for breakfast, or draw pictures of mother getting breakfast and children helping. Make a bulletin board display.	Paper, crayons, magazines, scissors, bulletin board display	2. Chi out vit

GOOD FOOD

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
rent children What happens t breakfast? How can they job of pre- What is a	Breakfast pictures, bulletin board display, crayons, magazines	1. Children will learn the correct foods to eat and the tasks mother performs in the preparation of food.
out pictures e to eat for pictures of akfast and Make a play.	Paper, crayons, magazines, scissors, bulletin board display	2. Children will be able to cut out or draw pictures to help with the class activity.

HEALTH HELPERS

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOAL
1. When the TB tests are given, discuss preventive medicine and the work tasks of a nurse. When the dental examinations are made, discuss the work tasks of a dentist. Invite an ambulance driver to speak and demonstrate his machine. Ask the lunch lady to explain her job. Visit a near-by drug store and ask the druggist to speak about his work. Observe the work of a garbage collector.	Filmstrips: "Our Health Department" "You and Your Helpers" Publications: Health Nurse Dentist Doctor Podiatrist Cafeteria Worker Druggist Ambulance Driver Garbage Collector Book: The Garbage Man	1. Childre there communi helping
2. Make a paper bag puppet of each of the various workers and help the children in role playing. See pages following this unit.		2. Childre a puppe health
3. Help the children compose short stories about health workers.		3. Childre tribute stories
4. Keep a vocabulary list of new terms.		4. Childre tribute terms.
5. Make a class book or individual books of health workers.		5. Childre tribute book.

HEALTH HELPERS

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REFERENCES AND MATERIALS

Filmstrips: "Our Health Department"
"You and Your Helpers"
Publications: Health Nurse
Dentist
Doctor
Podiatrist
Cafeteria Worker
Druggist
Ambulance Driver
Garbage Collector
Book: The Garbage Man

GOAL STATEMENTS

1. Children will become aware that there are many workers in the community who are dedicated to helping people stay healthy.

2. Children will be able to make a puppet and role play various health helpers.

3. Children will be able to contribute suggestions for the stories.

4. Children will be able to contribute to the list of new terms.

5. Children will be able to contribute a picture to the class book.

TEACHER APPROACH AND PUPIL ACTIVITIES

6. Capitalize on a child getting a scratched knee or bumped head. After seeing that he receives first aid, discuss with the children who is the best person to have tend the wound. (Doctor, nurse) Discuss the role of the person giving the first aid and lead to further discussion of health workers, doctor, nurse, dentist, oculist, etc.

7. Have an ambulance driver explain his job to the children. Make arrangements so he can demonstrate his ambulance to the children.

REFERENCES AND MATERIALS

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HEALTH HELPERS (continued)

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REFERENCES AND MATERIALS

GOAL STATEMENTS

6. Children will become aware that jobs are specialized; that some jobs take knowledge not needed in other jobs.

7. Children can demonstrate good manners by listening quietly. They will be able to draw a picture of the work done by the ambulance driver.

NUTRITION

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Obtain the "Farm" from the dairy council and help the children set it up.	Dairy Council Farm	1. Childre part i setting
2. Discuss workers needed to get dairy products from farm to consumer.		2. Childre differe workers product
3. Discuss need for good food, the growth and preparation of food, and the workers involved.		3. Childre tribute to the
4. Cut pictures from magazines and make a class book or individual books of basic foods, good lunches, dinners, and work and workers involved.	Magazines and pictures	4. Childre strate a pictu

NUTRITION

D	REFERENCES AND MATERIALS	GOAL STATEMENTS
the dairy hildren	Dairy Council Farm	1. Children will be able to take part in the actual work of setting up the toy farm.
to get m to		2. Children can discuss the many different jobs, machines and workers involved with dairy products.
ood, ion s		3. Children will be able to contribute suggestions and ideas to the discussion.
ines r ic nners, volved.	Magazines and pictures	4. Children will be able to demonstrate learning by contributing a picture to the book.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. When the public health nurse comes to give the TB test, discuss the purpose of the test. Relate to vaccinations the children received before coming to school. Discuss the roles of public health nurse, family physician, and how and why preventive medicine is done.	
2. Have the children draw pictures of themselves or a group receiving the TB test. Put on a bulletin board.	Paper, crayons

PREVENTIVE MEDICINE

OACH AND VITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
health nurse e TB test, ose of the vaccinations eived before . Discuss the health nurse, , and how and edicine is done.		1. Children will learn through fir hand experience that people wor at jobs which help other people stay healthy.
n draw pictures a group re- est. Put on a	Paper, crayons	2. Children will be able to draw a picture of themselves or of the group receiving the test.

SAFETY

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Take a walk to observe the following helpers who keep children safe: traffic patrolman, police cruiser, patrol boys, etc.		1. Child peopl other
2. Have children draw pictures of people who help them keep safe.		2. Child a pict
3. Ask a policeman to speak to the class. Ask that he describe his job and duties. Make arrangements that he can demonstrate his police car.		3. Child the du
4. During fire prevention week, ask a fireman to describe his job and demonstrate his fire truck.		4. Child the du
5. Visit a fire station.		5. Child the wo the fi
6. Draw pictures of safety helpers and make a class book.	Paper and crayons	6. Child pictin helper

SAFETY

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
the keep patrolman, boys, etc.		1. Children will become aware that people work at jobs helping others be safe.
tures of eep safe.		2. Children will be able to draw a picture of safety workers.
ak to the scribe his arrangements his police		3. Children will become aware of the duties of a policeman.
week, ask a job and ruck.		4. Children will become aware of the duties of a fireman.
		5. Children will become aware of the work tasks of a fireman in the fire station.
helpers	Paper and crayons	6. Children can draw pictures depicting work tasks of safety helpers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7. Discuss what happens when parents have to go away from home. Who takes care of the children? Discuss the baby sitter's job, the different duties and responsibilities he or she has. Discuss the child's job. How can children help the sitter? In what ways can children help their parents?		7. Ch of vi sp ca

SAFETY (continued)

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REFERENCES AND MATERIALS

GOAL STATEMENTS

7. Children can tell the work ta
of a baby sitter. Each child
will become aware of his re-
sponsibilities when left in t
care of a baby sitter.

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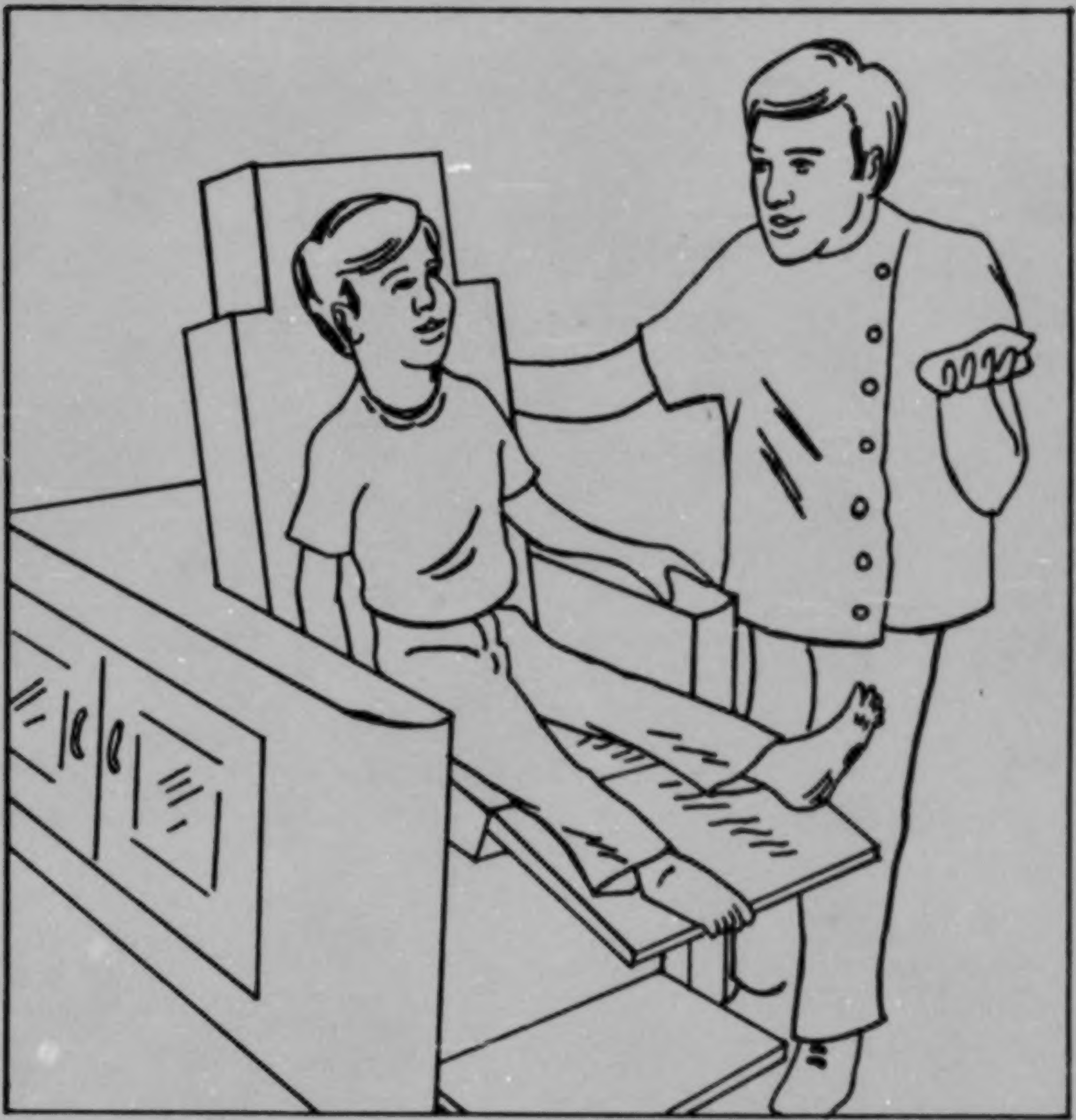
TEETH

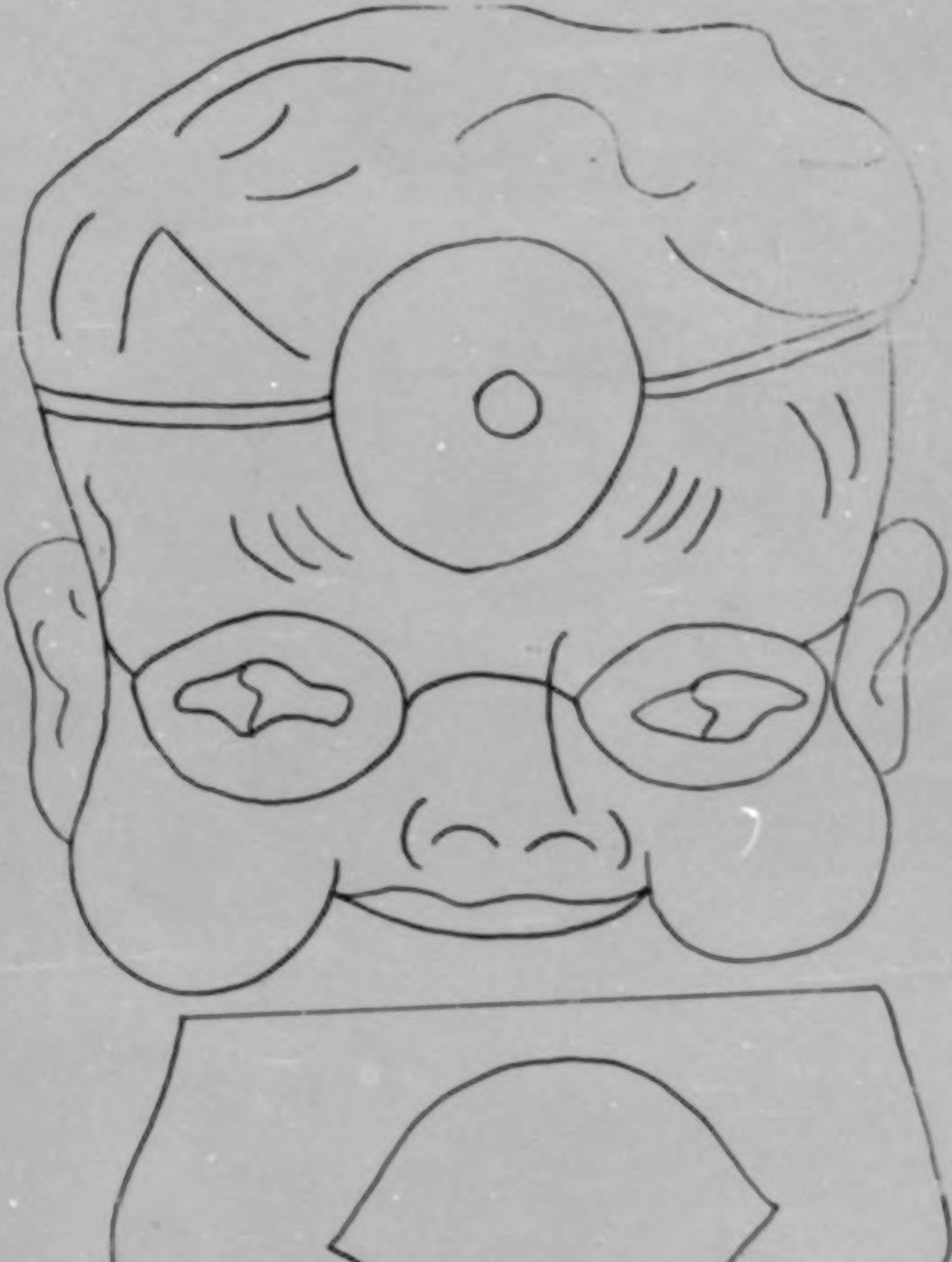
TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. When the school dentist visits, discuss his job and what he is going to do at the school. Let several children tell of their own experiences at the dentist.		1. Childr with a does.
2. Make a paper bag puppet of the dentist, a nurse, mother and child and let the children perform a little skit about a dental visit. Then display the puppets on the bulletin board. See following pages for puppet patterns.	Paper bags, puppet dittos, paste, crayons, and scissors	2. Childr are ot relate will p role p

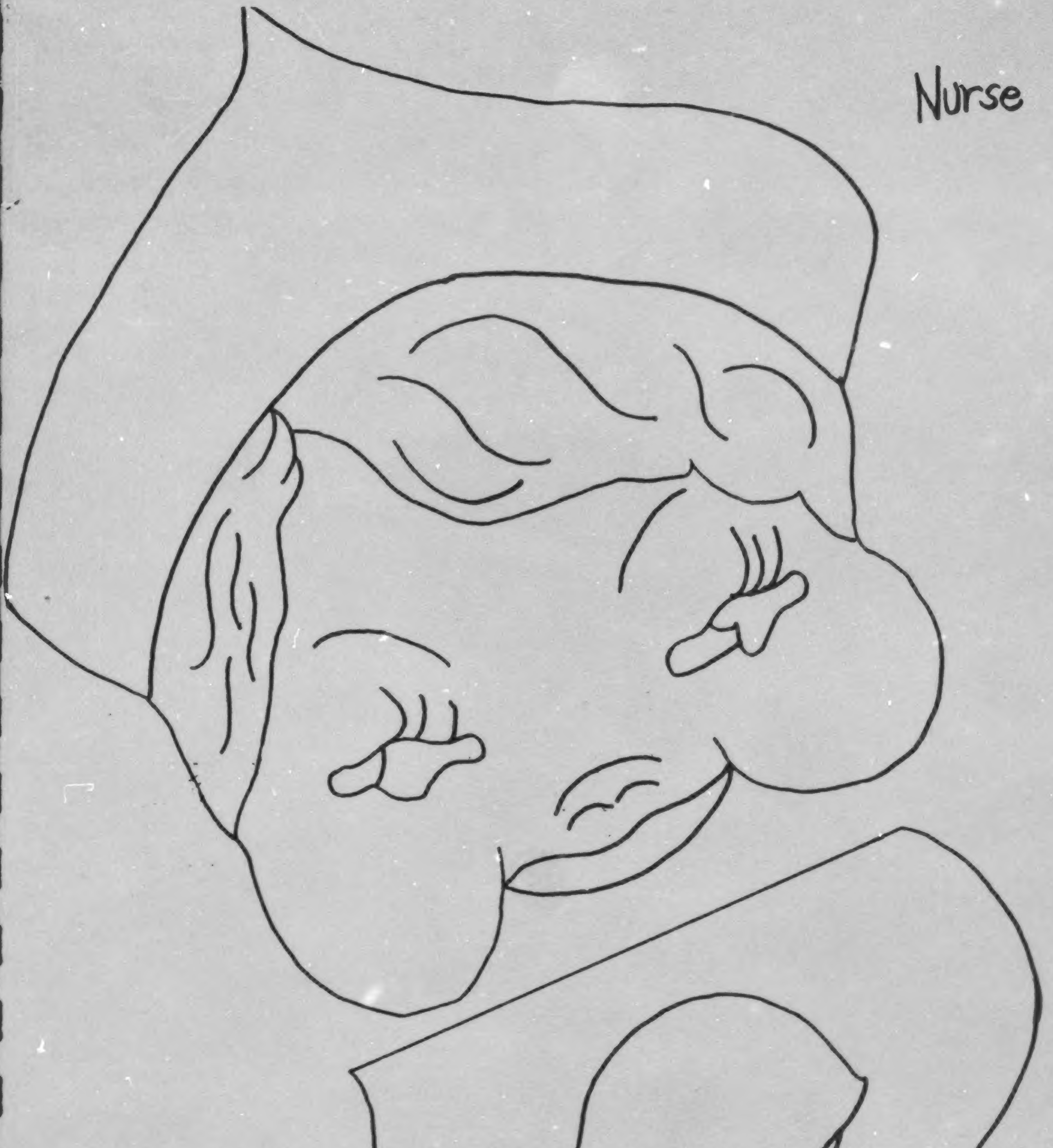
TEETH

REFERENCES AND MATERIALS	GOAL STATEMENTS
	1. Children will become acquainted with a particular job a dentist does.
Paper bags, puppet dittos, paste, crayons, and scissors	2. Children will learn that there are other people who have jobs related to dental work. Children will participate in the puppet role play.

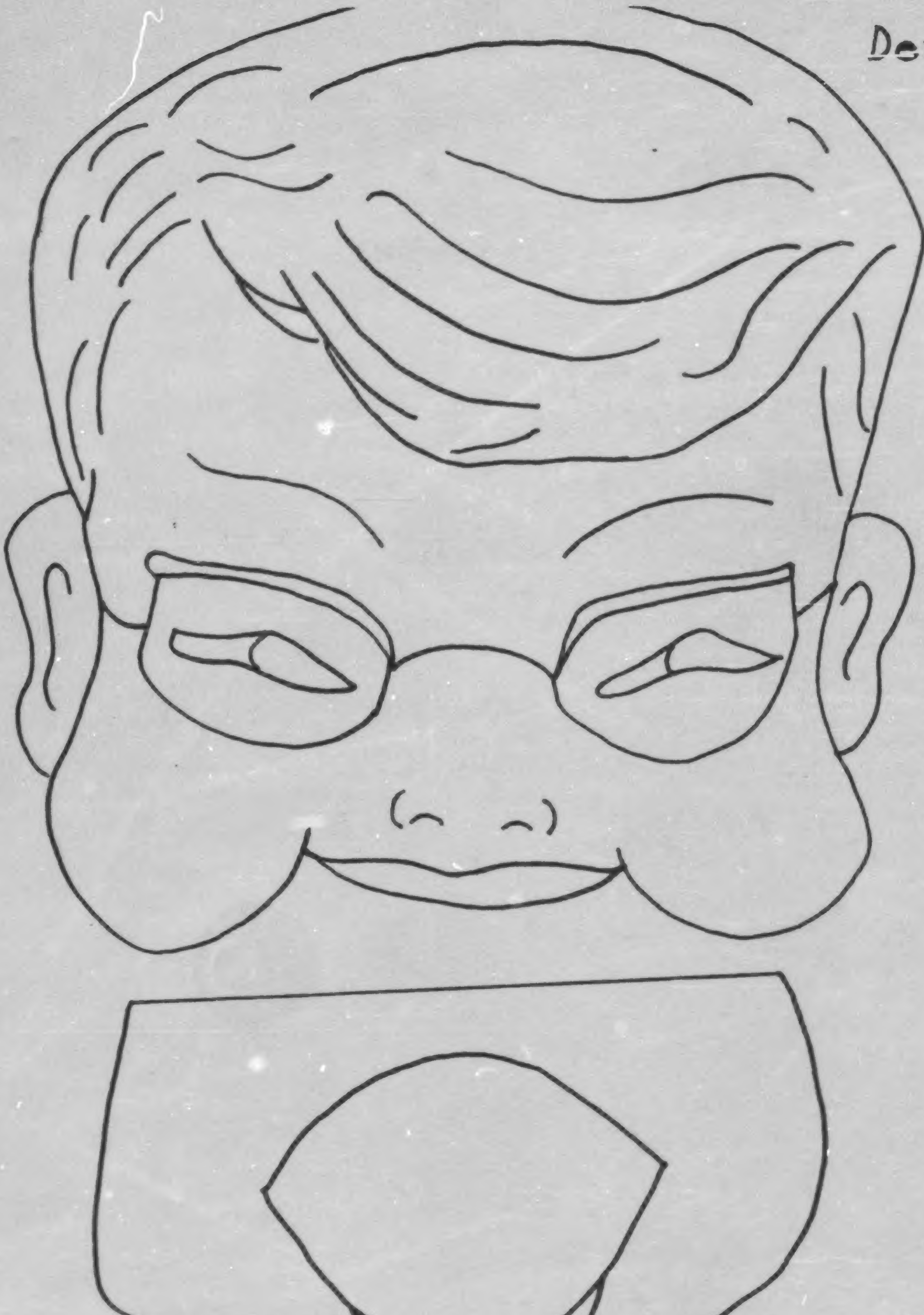


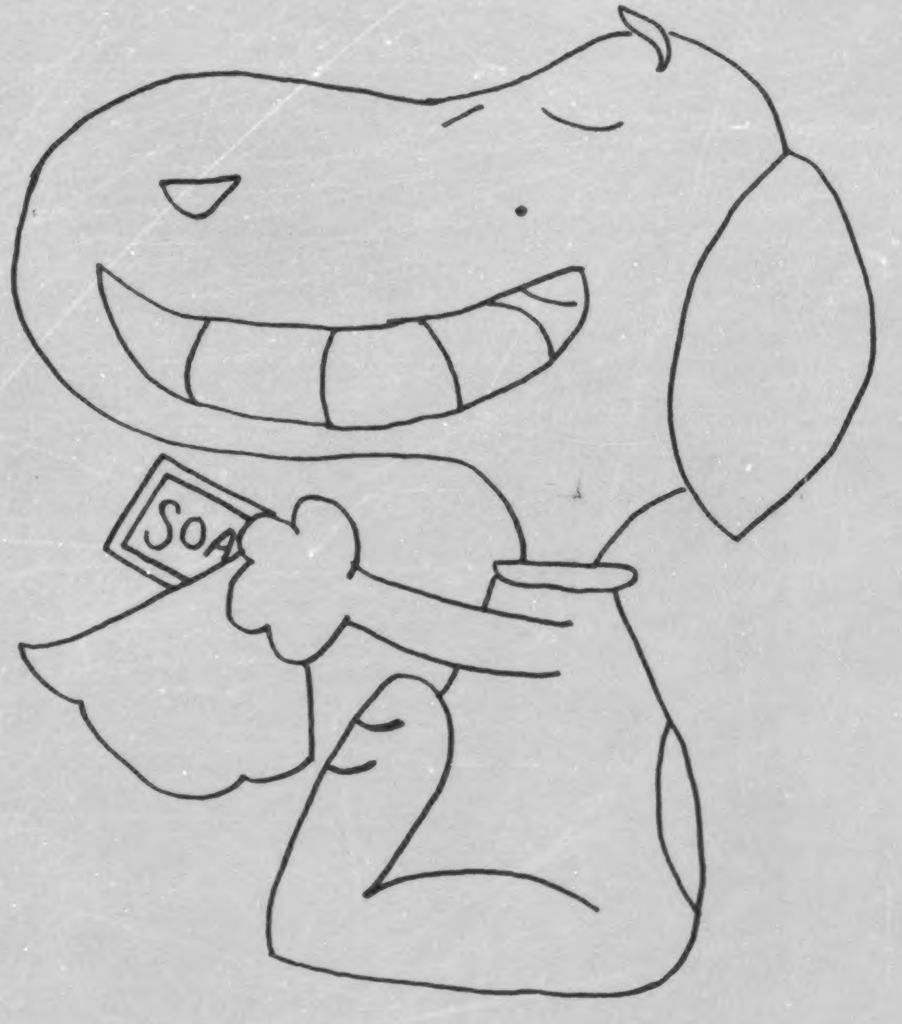
Podiatrist

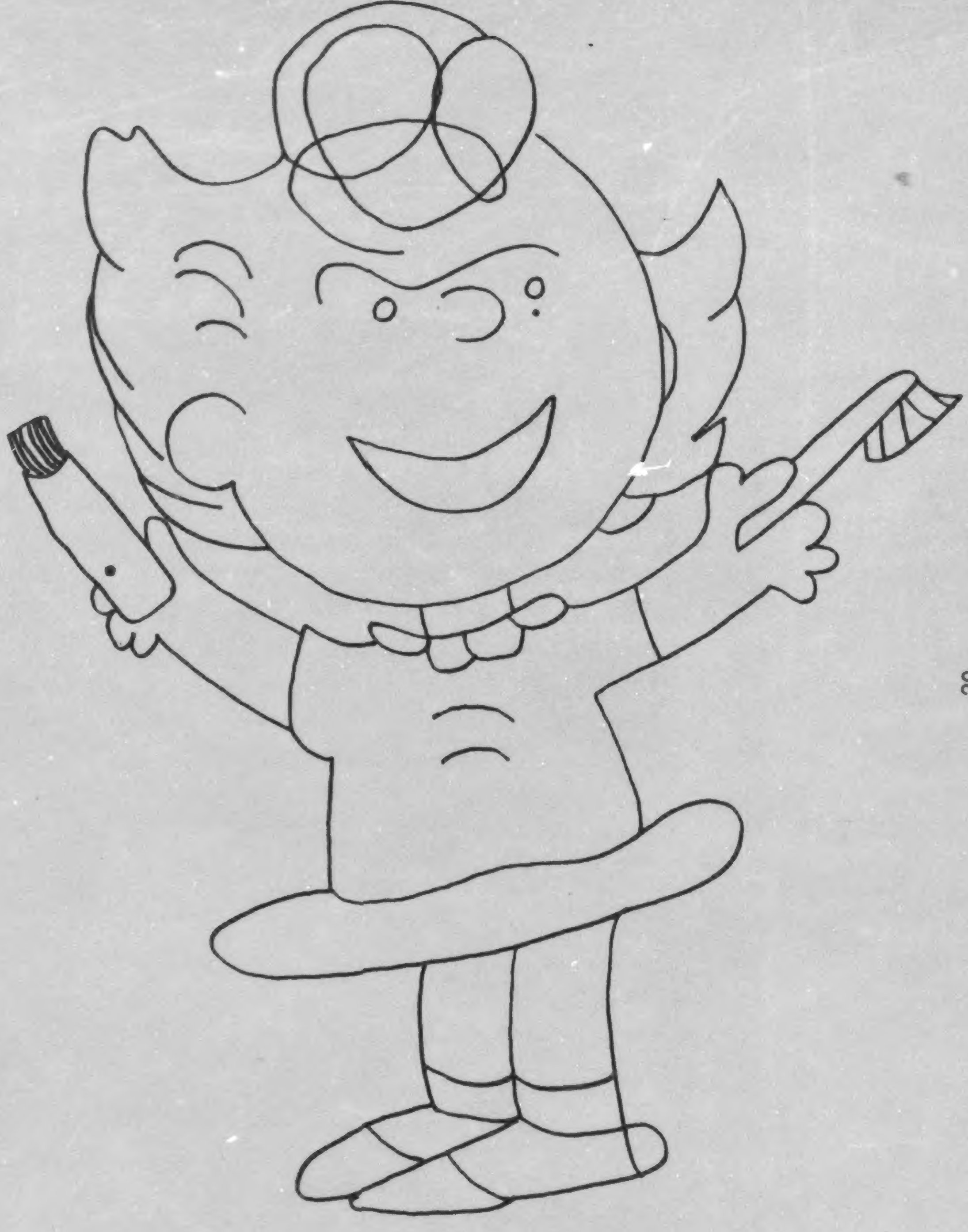

Doctor

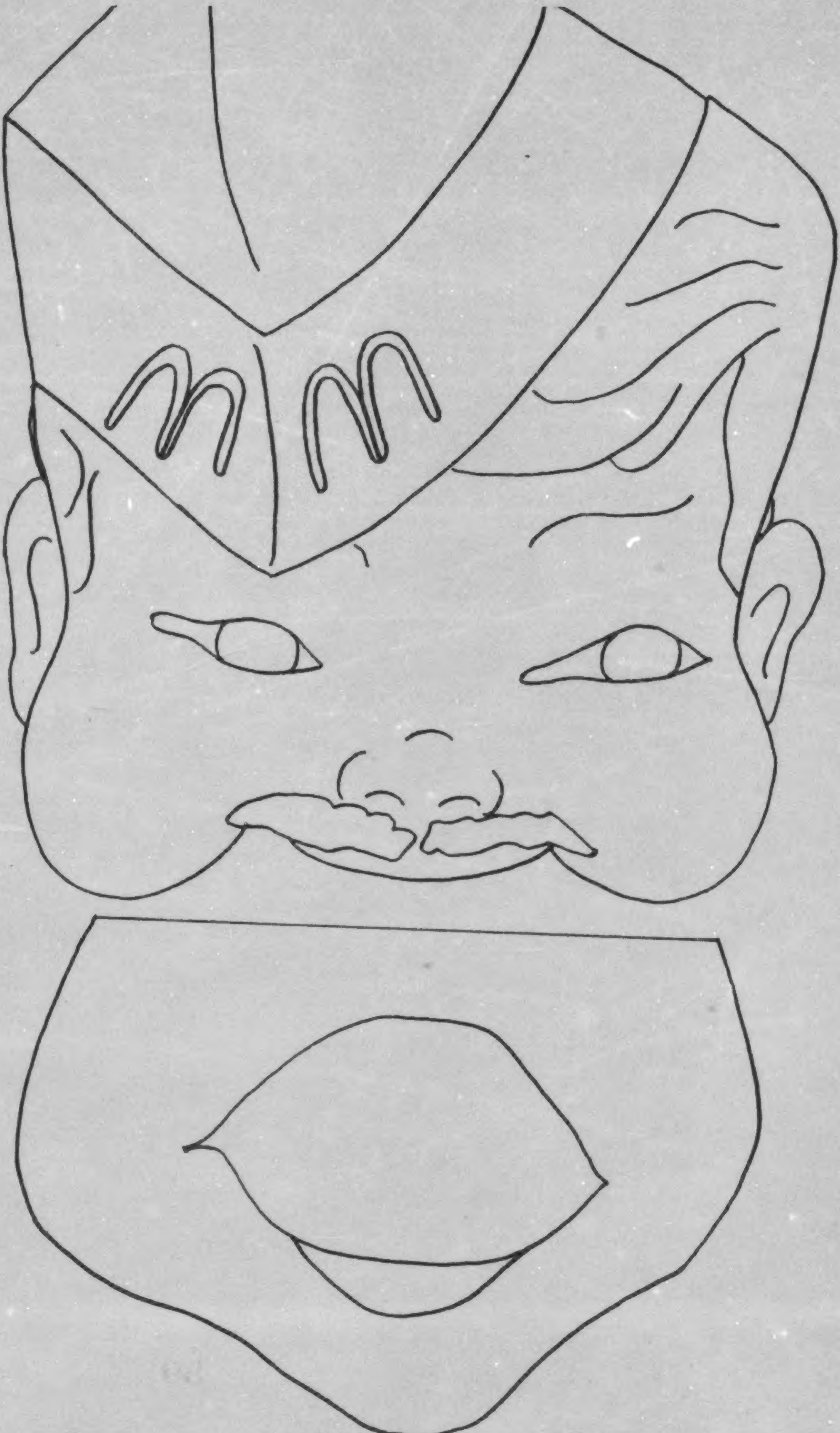

Nurse

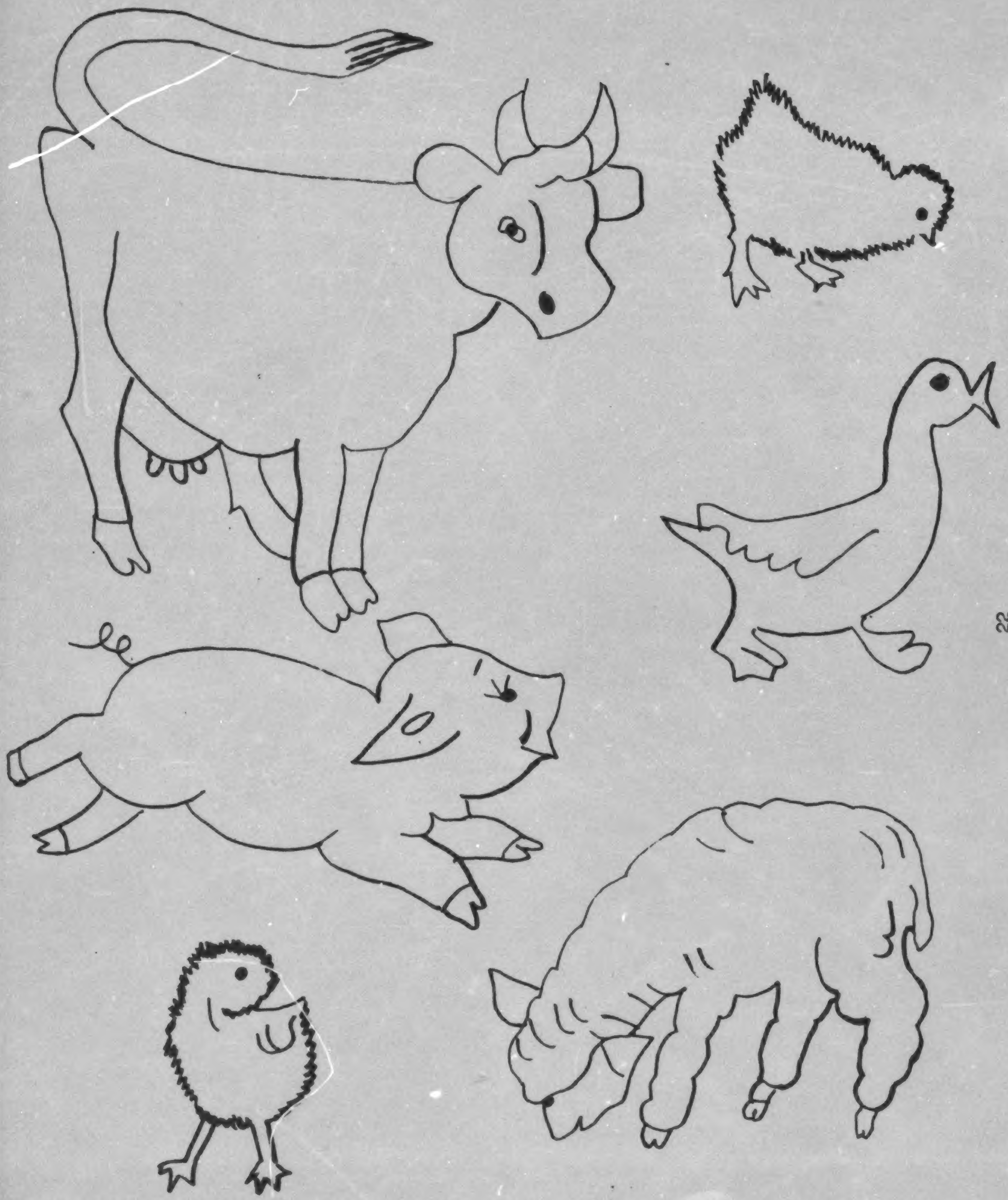
Dentist

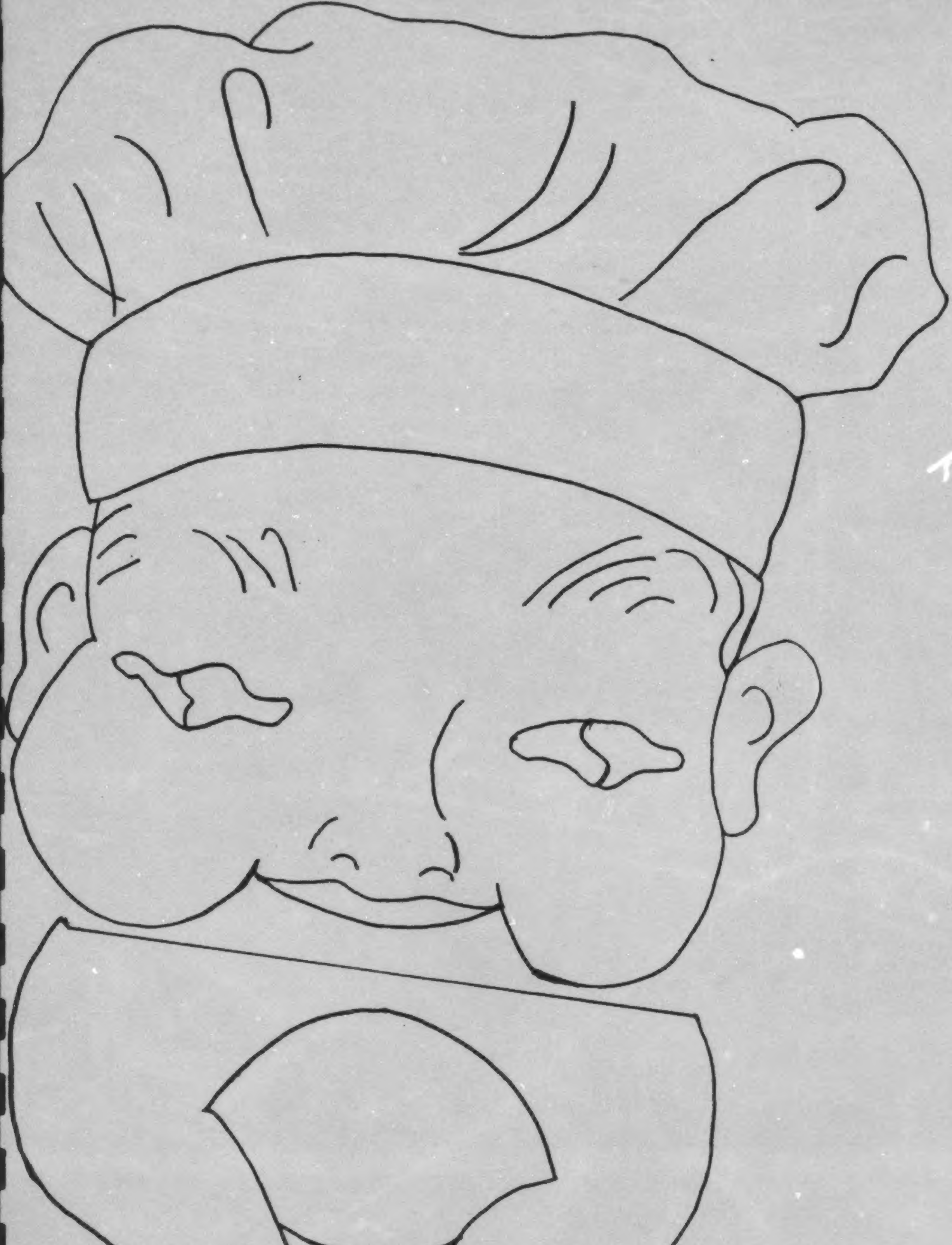


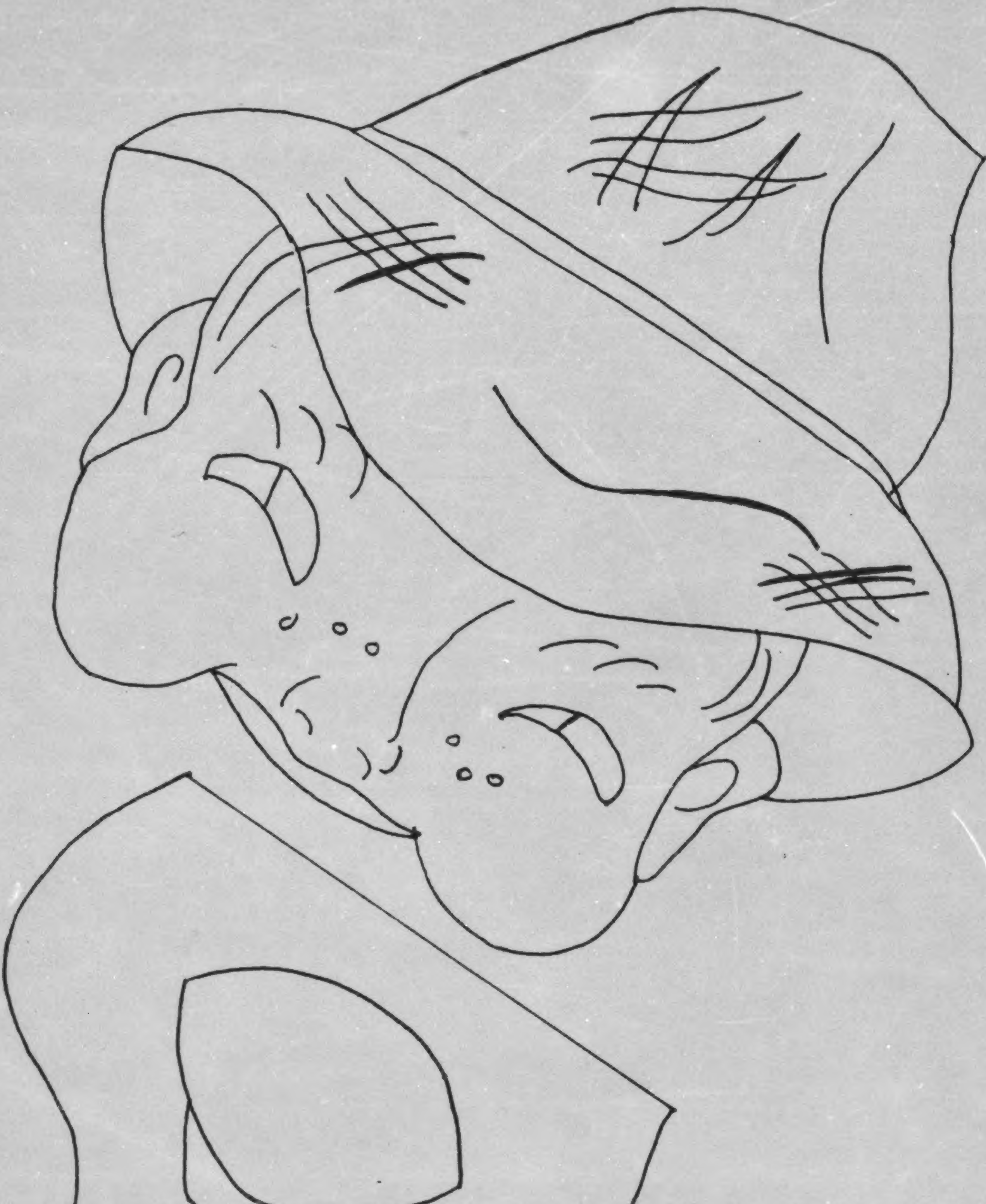

SOA

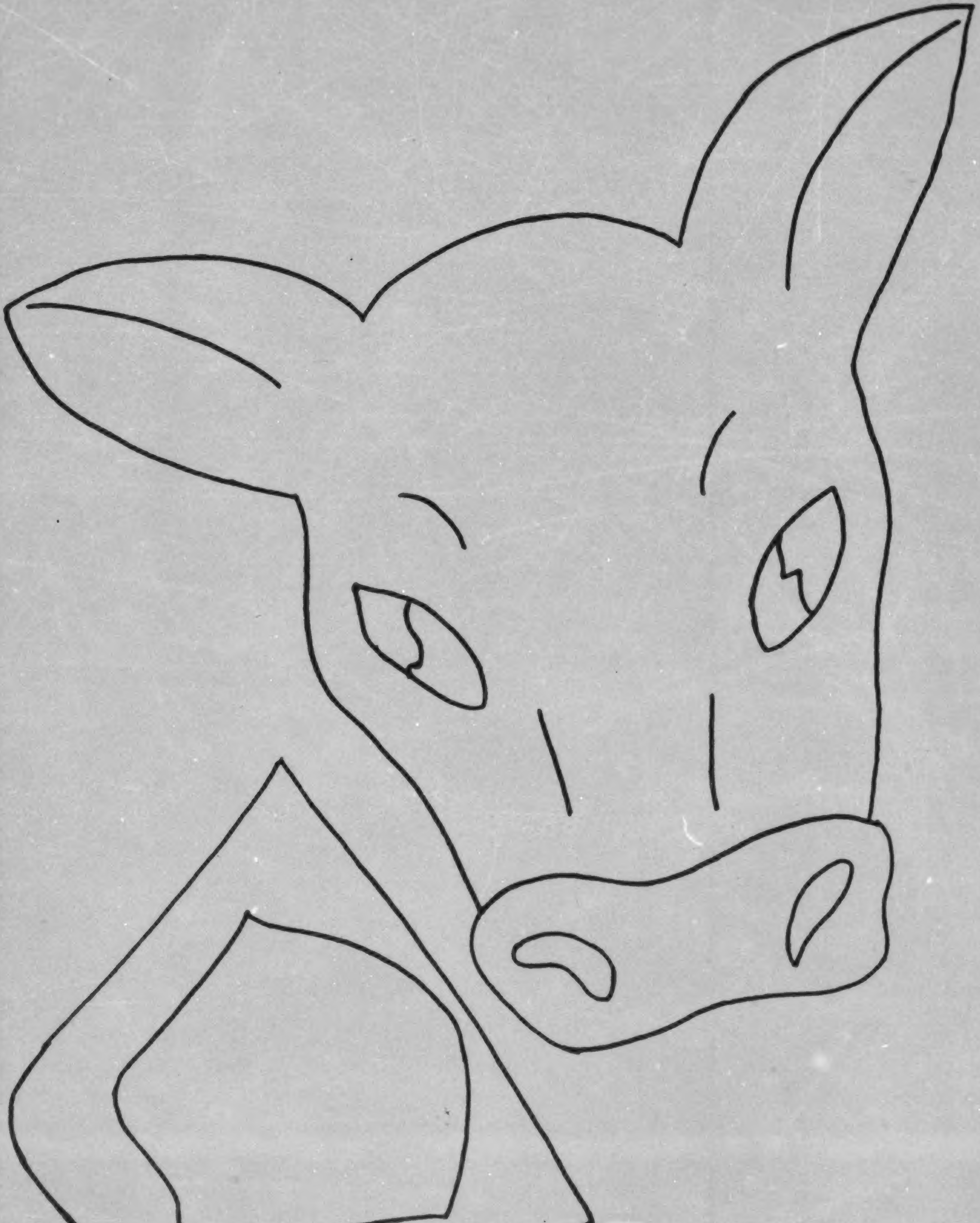


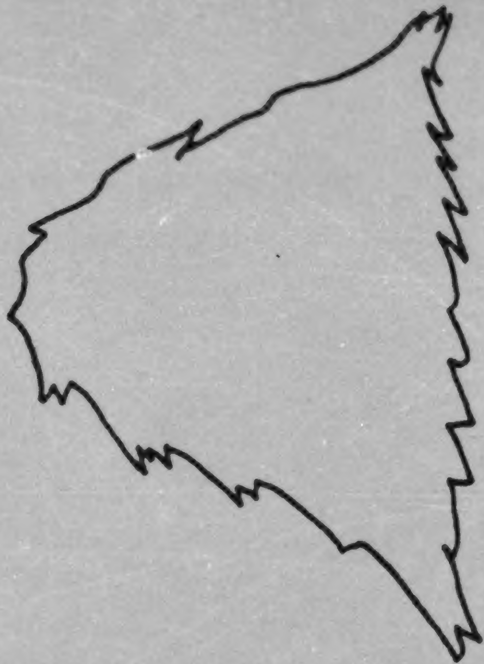


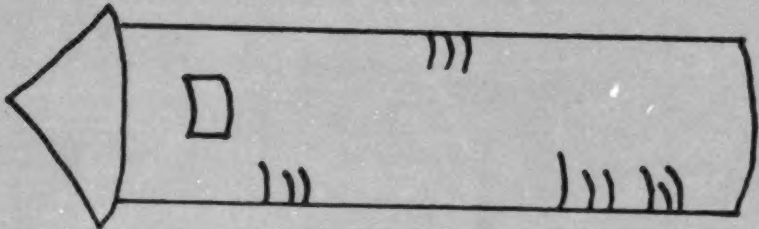


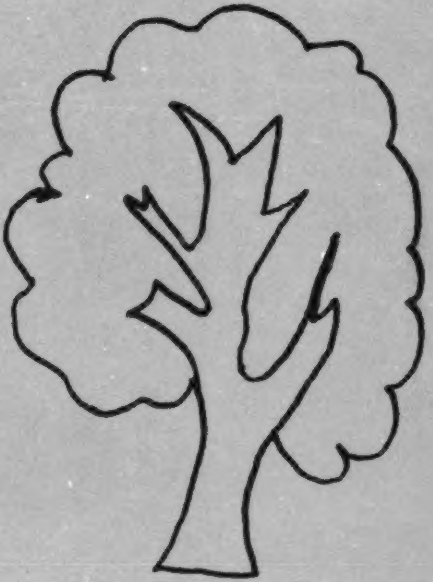


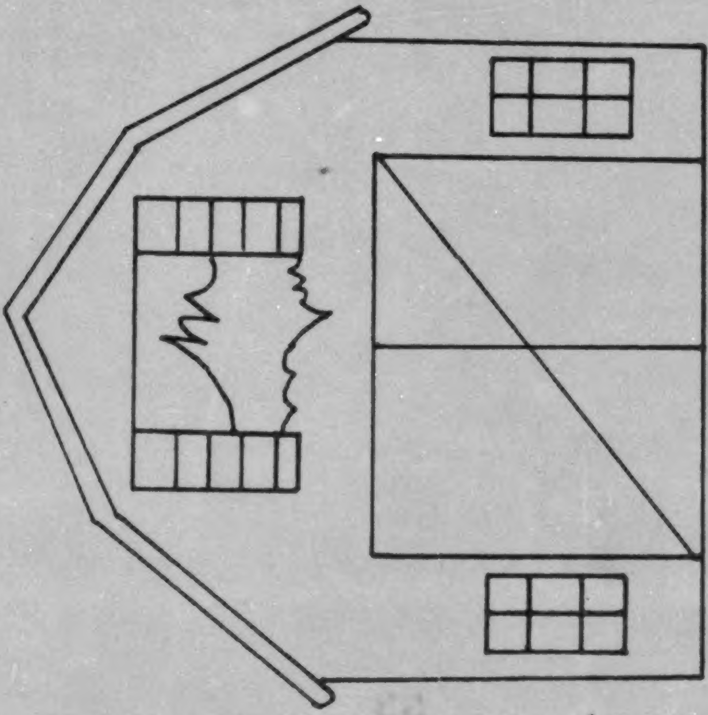


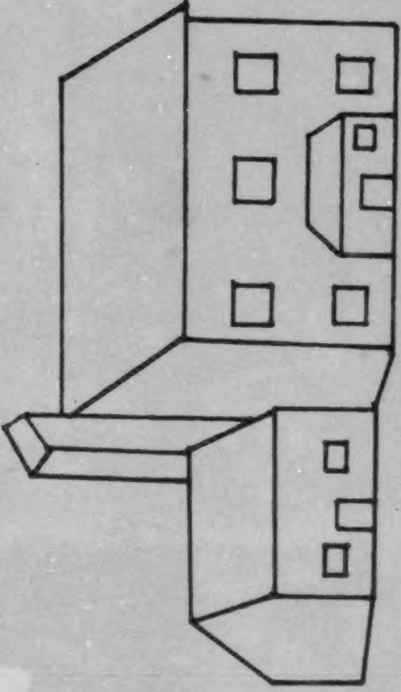




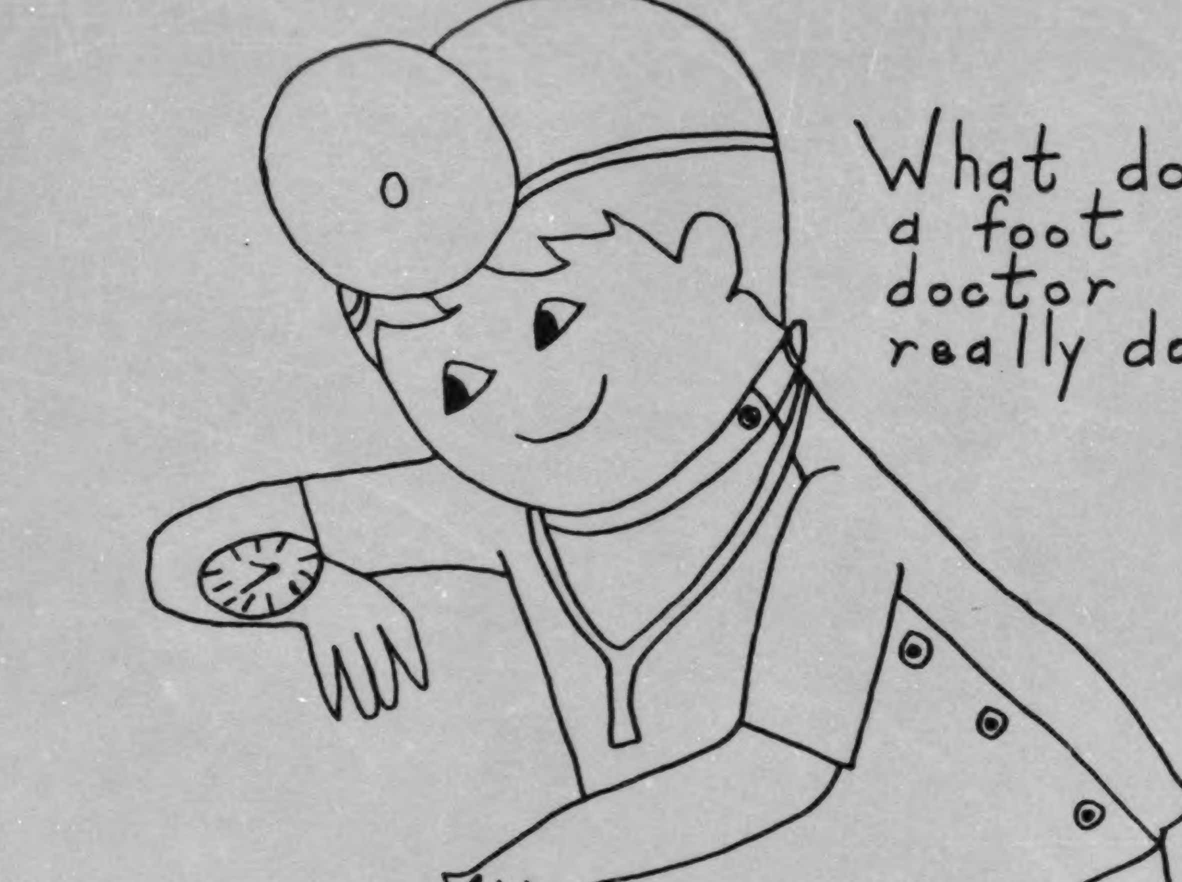








What does a foot doctor really do?



GRADE 1 — LANGUAGE ARTS

CAREER MOTIVATION GRADE 1 LANGUAGE ARTS

GUIDANCE

OBJECTIVES:

1. To develop an awareness that skills in the language arts are important in future careers.

CONCEPTS:

1. Reading helps in their work.
2. In many jobs people must know how to write.
3. Being able to speak correctly is necessary in many careers.

GUIDANCE

TEACHER APPROACH AND PUPIL ACTIVITIES

1. *Role playing is the spontaneous* acting out of real life problems and situations. Children take the roles and play their part so that the teacher and the rest of the class may evaluate and learn by the dramatization. Teacher and children can determine attitudes, appreciations and information. Problems can be alleviated by role playing the difficulty such as name calling, tattling, thefts, sharing, talking during class, and playing during work time. Reasons for attitudes can be brought out and good attitudes fostered. This can be worked into the working world by role playing workers who have poor attitudes and what the results might be.

REFERENCES AND MATERIALS

GOA

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GUIDANCE

REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Children will become aware that positive attitudes towards other people and jobs are important.

HANDWRITING

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Poems dealing with different workers. The children learn the poem. Write poems on the chalkboard, dealing with the workers; the children can copy these for handwriting practice.	Book: What I Can Be From A to Z	1. Childre materi
2. Make a puppet about the worker in the poem. Display the written poem and puppet on the bulletin board.		2. Childre their a succes puppet of the
3. Class composes thank you letters to speakers or place visited and copies this from the chalkboard. A picture of a particular job that impressed the child could be included or drawn on the back of the letter.	Writing paper, pencils, crayons	3. Childre their u letters

HANDWRITING

AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ifferent ren learn ms on the with the n can riting	Book: What I Can Be From A to Z	1. Children will be able to assemble materials about various workers.
the worker y the pet on the		2. Children will be able to show their achievement by the successful completion of a puppet and of a readable copy of the poems.
you letters visited the chalk- a particular he child could on the back	Writing paper, pencils, crayons	3. Children will be able to show their understanding by writing letters and drawing pictures.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GOA
1. Hobbies children or their parents have are frequently related to some kind of work. Periodically have children show and discuss a hobby club where they can share and exchange information. Encourage children to get interested in leisure time hobbies.		1. Childre often l related in a ho a futur
2. Children may bring in something their parents use in their work and explain to the class what it is and how it is used. Shy children and those who are reluctant to speak may find it easier to gain confidence when holding and discussing something that has meaning to them and their parents.		2. Childre municat of jobs They wi when th home an it is a
3. Dramatization of a story can be done as a TV show. Using a large cardboard carton, cut it to resemble a giant television set. Children can role play the parts of workers. Their speaking parts could be recorded on tape, and, as the tape plays, they could act their parts on the TV screen.	Large carton, scissors	3. Childre play th workers.

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ORAL COMMUNICATION

REFERENCES AND MATERIALS	GOAL STATEMENTS
	1. Children will become aware that often leisure time hobbies are related to jobs and that interest in a hobby may lead to skill in a future job.
	2. Children will be able to communicate and extend their awareness of jobs their parents engage in. They will show their achievement when they bring something from home and are able to tell what it is and how it can be used.
Large carton, scissors	3. Children will be able to role play the work tasks of various workers.

READING

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. Discuss how reading helps mothers and fathers in their daily work; then illustrate by drawing pictures.	Paper and crayons	1. Childr the im in the busine of the formin
2. Discuss how reading helps their parents when they are not working; then illustrate and display pictures.	Paper and crayons	2. Childr pictur that e father
3. Children pantomime a job mother does that requires reading skills, such as baking a cake. Pantomime a father's job that requires reading skills.		3. Each c ticipa parent
4. The teacher makes a list of other jobs that require reading skills. Draw pictures of these jobs and label them Working People Need To Read or Reading Helps People Do Good Work.	Paper and crayons	4. Childr skills They w two of
5. Children read the parts of the characters in a story. After reading and acting out the story, several other children act out the story characters in their own way, using their own words and ideas. When a particular worker is in a story encourage the children to role play some of the various duties connected with his job.		5. Childr certai

READING

D	REFERENCES AND MATERIALS	GOAL STATEMENTS
ps mothers ily work; ing	Paper and crayons	1. Children will become aware of the importance of reading skills in their parents' work and business. They will draw pictures of their mother and father performing a job.
ps their ot working; play	Paper and crayons	2. Children will be able to draw a picture of a job needing reading that either their mother or father does.
b mother ing a cake. b that .		3. Each child will be able to participate in the pantomime of one parent's job.
t of other ng skills. jobs and le Need To eople Do	Paper and crayons	4. Children will realize that reading skills are important to all people. They will draw a picture using two of the listed jobs.
of the After the ildren cters in eir own a par- story to role s duties		5. Children will become aware that certain jobs have definite duties.

TEACHER APPROACH AND PUPIL ACTIVITIES

6. After the children are able to read, instead of telling them what to do during a lesson, write it on the board for them to read and follow. Lead the children in a discussion of how reading helps the children in their work. Continue the discussion of how reading helps different workers in different jobs.

REFERENCES AND MATERIALS

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REFERENCES AND MATERIALS

GOAL STATEMENTS

6. Children will gain first hand experience relating how the tool of reading helps them in their job. Their following the written directions will show their learning.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Children name different jobs they know or jobs their parents do. List different duties of a certain job. As they name these, list on the board in the order given by the children. Then have the children put them in alphabetical order.	

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READING - ALPHABETIZING

ACH AND
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put them in
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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Children will be able to name eight different jobs and two duties for each job.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. After several consonant sounds have been taught, play a job game. Choose a letter and let the children name the jobs they know that begin with that sound, (F - fireman, farmer, florist, etc.) Keep a list of the jobs the children name.		1. Chi man
2. Children later draw pictures of some of the jobs they named.	Paper, crayons	2. Chi pic

READING - PHONICS

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ant sounds lay a job ter and let he jobs they h that sound, r, florist, of the jobs		1. Children will become aware of many different jobs.
pictures of y named.	Paper, crayons	2. Children will be able to draw pictures of workers.

READING - PRE-PRIMER

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	OC
1. Children discuss the various duties of particular workers pictured in their stories.		1. Childr work be abl discus
2. Children bring in a picture of a particular worker from a story. Put these on a bulletin board and list under the picture the different duties the worker would perform; or have the children draw pictures of the duties and put these under the picture. Example: A picture of a policeman; the children could draw some of his duties, such as directing traffic, helping people corss the street, riding in his police car, saving an animal, arresting someone. Other possibilities are zoo keepers, park director, school photographer, bus driver, teacher, clerk, etc.		2. Childr perfor their pictur perfor

READING - PRE-PRIMER

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iver, teacher,

REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Children will realize that people work all around them. They will be able to take part in the discussion.

2. Children will be aware that people perform many different duties in their work. They will draw a picture of two duties a worker performs.

READING - PRE-PRIMER I

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Discuss people shown in the pictures using the following questions: What kinds of jobs might they have? What work tasks would they do? Who might they work for? Use occupation workers from Peabody Language Kit.	Peabody Language Kit	1. Child a wor asked
2. As the 1st pre-primer is completed, the children flip through it again naming the different workers they see. List these on the board.		2. Child work will from

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READING - PRE-PRIMER I

REFERENCES AND MATERIALS

Peabody Language Kit

GOAL STATEMENTS

1. Children will be able to identify a worker from the picture when asked.

2. Children will realize people work in different ways. They will be able to identify a worker from the picture when asked.

READING - PRE-PRIMER III

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
1. At the end of each story, discuss the workers pictured in the story.		1. Childr worker
2. Print new words on chalkboard. Children then relate these words to jobs. Example: The word walk, postman, mother, teacher, and policeman.		

READING - PRE-PRIMER III

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REFERENCES AND MATERIALS

GOAL STATEMENTS

1. Children will become aware of workers.

GRADE 1 — MATHEMATICS

CAREER MOTIVATION GRADE 1 MATHEMATICS

MONEY

OBJECTIVES:

1. To develop an awareness that some knowledge of mathematics is a necessary tool in all work.

CONCEPTS:

1. People use mathematics to help them in their work.

MONEY - ADDITION AND SUBTRACTION

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. As the number facts are learned, play a store game with children.		1. Chi th st
2. When mistakes in addition or subtraction are made, play a game with the children to bring the realization of the importance of mathematics to daily work. Add the boys and girls in a reading group to see how many books are needed. What happens if a mistake in addition is made?		2. Chi or mi
3. Discuss money and values and why people need it. How money is obtained. Lead discussion to the realization that money is earned to provide people with a means to fulfill their needs and that people work at many different kinds of jobs in order to earn money. Help children make a list or a bulletin board display of ways to work and earn money.	Bulletin board display of people working at various jobs, paper, crayons, paints	3. Ch an mo by
4. Discuss money and its uses. Discuss favorite stores. Choose a favorite store of one child and let other pupils draw pictures to "stock" it. Put pictures on bulletin boards and let the children take turns being the manager, clerk, and customers. Use play money.	Paper, crayons, and play money	4. C u r T s

MONEY - ADDITION AND SUBTRACTION

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
are learned, with children. ddition or de, play a dren to bring the importance daily work. irls in a reading any books are ens if a mistake e?		1. Children will be able to realize the importance of arithmetic to store workers. 2. Children will be able to state orally what will happen if a mistake is made.
values and why ow money is scussion to the oney is earned with a means eeds and that y different rder to earn dren make a list d display of arn money.	Bulletin board display of people working at various jobs, paper, crayons, paints	3. Children will realize that needs and desires are fulfilled with money and that money is earned by doing work.
its uses. stores. Choose f one child lls draw pictures t pictures on d let the s being the d customers.	Paper, crayons, and play money	4. Children will have a better understanding of money and its relationship to jobs and work. They will be able to participate satisfactorily in the activity.

MONEY - COUNTING

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Have children count the various objects in the room, such as desks, chairs, pencils, crayons, etc. Help them draw conclusions as to reasons for counting. Ask questions to help them in their conclusions. Why does the teacher need to know how many children will be in the class? Why does the custodian need to know how many desks will be needed, how many books, pencils, etc?	Any equipment or supplies in a classroom	1. Ch th pe be re
2. After the children can count to 50, discuss why people need to be able to count. Since this is at beginning of year and class will not yet be reading, teacher should make a list of children's responses of who counts. The children could cut out and display pictures of different people and the things they count. Such as a banker and money. A store clerk and his stock (or money). Child and shoes or socks. Mother and table service, carpenter and tools, etc.	Pictures from magazines, pictures from the newspaper	2. Ch st su

MONEY - COUNTING

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
the various , such as ils, crayons, w conclusions ounting. Ask hem in their oes the w how many the class? ian need to will be oks, pencils,	Any equipment or supplies in a classroom	1. Children will be able to realize that the ability to count helps people in their work. They will be able to state orally one reason for counting.
can count to ple need to Since this year and be reading, a list of of who en could pictures of the things a banker clerk and . Child Mother arpenter	Pictures from magazines, pictures from the newspaper	2. Children will be able to demonstrate learning by giving one suggestion for the list.

GRADE 1 — SCIENCE

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. After concept of measuring is understood, children can bring pictures of people measuring something.	Pictures	1. Chi sta to cho pic mea
2. Discuss how measuring helps mother in her job.		2. Chi sta mea
3. Make some Kool-Aid in the classroom with the children.	Measuring cup, Kool-Aid, cups	3. Chi ora cor
4. Bake some cookies at school, helping the children with the measuring.	Ingredients for cookies	4. Chi ora cor

MONEY - MEASURE

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
asuring is [illegible] easuring	Pictures	1. Children will be able to understand that measuring is important to many jobs. They will bring or choose and cut out or draw a picture of a person doing some measuring.
g helps		2. Children will be able to understand how their mothers use measuring in the home.
n the hildren.	Measuring cup, Kool-Aid, cups	3. Children will be able to state orally one reason for needing correct measure.
school, with the	Ingredients for cookies	4. Children will be able to state orally one reason for needing correct measure.

CAREER MOTIVATION GRADE 1 SCIENCE

AIR

OBJECTIVES:

1. To develop an awareness of the many jobs in science.
2. To develop the understanding that workers in science help us have a more comfortable

CONCEPTS:

1. Many jobs have been developed from science.
2. Science workers can help us in our daily lives.
3. The use of special tools is often necessary to a scientist's work.

AIR

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Blow up a balloon and have children observe what happens when the air is released under water. Release a balloon and let it fly around the room. Help the children list on the board all the jobs they can think of that use air.	Balloons	1. Chil air impo will of a job.
2. Blow up several balloons. Ask the children what caused the balloon to expand. Discuss how air is used in people's work. Make a list on the board of the different jobs where air is important. Example: air for toys; air for tires; air conditioners for cars, homes, and businesses, sail boats, aqua lungs, airplanes.	Balloons, chalkboard	2. Chil some are draw needi

AIR

I AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
d have t happens ased under lloon and e room. st on the hey can think	Balloons	1. Children will become aware that air has a practical use and is important in many jobs. They will be able to draw a picture of a worker who uses air on his job.
oons. Ask used the Discuss eople's work. oard of the air is air for air con- homes, and ts, aqua	Balloons, chalkboard	2. Children will become aware that some things they take for granted are used in many jobs. They will draw a picture of two items needing air.

AROUND THE YEAR

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Observe the sky during recess. Ask the children to look at the sky at night. Discuss why an astronomer would look at the sky.		1. Chil some astr
2. Discuss what subjects in school would help them find the distance to the moon or a planet. Discuss work tasks of astronauts and the reasons for going to the moon.	Bulletin board and pictures	2. Chil thre astr
3. Make a bulletin board of workers who use the sky and weather in their jobs.	Bulletin board and pictures	3. Chil and have
4. Discuss the temperature each day and keep a chart or record of temperature variations for ten days (two school weeks). Discuss why a weatherman keeps such charts.	Chart paper or chalkboard, thermometer	4. Chil ment work
5. Check an indoor and an outdoor thermometer, if available. Discuss why a weatherman does this. Keep a record.	Thermometers	5. Child first the j
6. Listen to and keep a record of a TV or radio weather broadcast for five or ten days. Discuss tools and jobs that a weatherman does before the broadcast.	Radio or TV	6. Child three

AROUND THE YEAR

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
g recess. ook at the s why an at the		1. Children will become aware of some of the work tasks of an astronomer.
in school the dis- a planet. astronauts oing to the	Bulletin board and pictures	2. Children will be able to state three academic subjects that an astronomer uses in his work.
of workers eather in	Bulletin board and pictures	3. Children will be able to organize and record some of the jobs they have learned about.
re each day ecord of for ten). Discuss such charts.	Chart paper or chalkboard, thermometer	4. Children will be able to experiment first hand in the type of work a weatherman does.
outdoor ble. an does	Thermometers	5. Children will be able to obtain first hand knowledge of some of the jobs a weatherman does.
ecord of broadcast Discuss weatherman ast.	Radio or TV	6. Children will be able to name three tools a weatherman uses.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
7. Discuss tools of weathermen and the many phases of his job. Ask a weatherman or a weatherbuff to speak to the class. Make a bulletin board of pictures relating to his job. Display some of the kinds of gauges a weatherman would use, such as thermometer, barometer, wind gauge, measuring stick, humidity gauge, etc.	Bulletin board, magazines, children's pictures, tools, thermometer, hydrometer, barometer, wind wock, etc. Tools can be simple, hand made if regular item can not be found	7. Ch thr

AROUND THE YEAR (continued)

ACH AND TIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
weathermen and f his job. or a weatherbuff lass. Make a pictures re- . Display some uges a weather- ch as thermometer, uge, measuring uge, etc.	Bulletin board, magazines, children's pictures, tools, thermometer, hydrometer, barometer, wind wock, etc. Tools can be simple, hand made if regular item can not be found	7. Children will be able to name three tools a weatherman uses.

COLOR

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Lead a discussion of colors. How many colors do the children know? How many colors can they see in the classroom? List the colors on the board.	Chalkboard	1. Chi hel wor The lea col
2. Discuss the importance of colors. Several different colors are more pleasing than just one. Certain colors are used for certain things, red for stop, green for go, red for fire engines, white for nurses' and doctors' uniforms, blue for policemans' uniform, yellow for caution, etc.		2. Chi thr way
3. Children color dittos of people in uniforms or cut out pictures of people in uniforms for a bulletin board display of how colors are used in different jobs.	Dittos, crayons, magazines, scissors	3. Chil is s They stan a ce colo
4. Take a walk to observe people using color in some significant way in their work or to locate evidence of how color is used in certain jobs, such as lane markings of streets, stop lights, house paint, fire truck, sanitation truck, taxi cab, etc.		4. Chil sign They show

COLOR

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
f colors. the children ors can they n? List the .	Chalkboard	1. Children will learn how colors help them and others in their work at home and at school. They will be able to tell at least three items of different colors they can see.
nce of fferent asing than colors are ngs, red go, red for for nurses' ns, blue for , yellow for		2. Children will be able to state three colors used in special ways.
es of people out pictures s for a ay of how ifferent	Dittos, crayons, magazines, scissors	3. Children will learn ways color is significant to many jobs. They will demonstrate understanding by drawing a picture of a certain worker in the specially colored uniform worn on the job.
ve people significant to locate r is used h as lane stop lights, uck, sanitation .		4. Children will be able to state significant ways color is used. They will be able to draw pictures showing how color is used.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	C
5. Use 3 clear plastic dishes or lids 1/4 - 1/2 inches deep. Directions: Fill half full with water. Into one put a few drops of red food coloring. Into another a few drops of blue. Into the last, a few drops of yellow. Put the three dishes on the overhead projector. As the children observe, move the red one over the top of the yellow, blue over the yellow, red over the blue. Then drop a few drops of red into the yellow and blue. Next a few drops of blue into the yellow. The children should observe the changes. Allow one or more of the children to participate in moving the dishes or dropping the food coloring.	Overhead projector, shallow clear plastic dishes, food coloring, dropper	5. Chil obse pain to d stat oran
6. Discuss ways people can use the mixing of colors in their jobs. Example: crayons, water colors, house paint, etc.		6. They or d work colo

COLOR (continued)

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
c dishes or hes deep. alf full with ut a few drops ng. Into s of blue. ew drops of hree dishes ojector. As ve, move the op of the the yellow, Then drop into the Next a few the yellow. d observe one or en to parti- he dishes or coloring.	Overhead projector, shallow clear plastic dishes, food coloring, dropper	5. Children will have first hand observation in the work of a paint mixer. They will be able to demonstrate with crayons or state how green, purple, and orange are made.
e can use the n their jobs. water colors,		6. They will be able to state orall or draw a picture of one item a worker might make using mixed colors.

ELECTRICITY

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	G
1. Discuss with children the uses of electricity. List the electrical things used at home and at school. Then discuss how electricity is used in people's work.	Electrical equipment such as an overhead projector, tape recorder or record player	1. Child the m paren elect make comfo to st home ated
2. Assign children the job of cutting out pictures of items using electricity at home and at school, also, items their father may use at work. Display these pictures on the bulletin board.	Magazines and scissors	2. They elect at wo state fathe

ELECTRICITY

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
the uses of electrical d at school. ricity is	Electrical equipment such as an overhead projector, tape recorder or record player	1. Children will become aware of the many things they and their parents use that are operated electrically and how these items make their work and lives more comfortable. They will be able to state or draw two things at home and school that are operated electrically.
b of f items ome and their . Display bulletin	Magazines and scissors	2. They will be able to see how electricity helps their parents at work. They will be able to state two ways electricity helps father on his job.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Plant seeds in various kinds of soil. Water some and leave others dry. Place some in the dark and some in the light. (Be sure to label each container). Watch and compare their growth. Keep a record. Discuss how problem solving and record keeping help a farmer have better crops.	Plastic foam or paper cups, different kinds of soil, good soil, sand, gravel, etc., seeds, water, and chart paper	1. Ch ex ta
2. Collect water from a pond or quiet place in a stream. Experiment: Use an eye dropper of pond water to prepare a welled slide. Allow the children to view the tiny animals that live in pond water. Relate this to the world of microbes that laboratory and health workers use.		2. Ch ex ta wo
3. Children bring in seeds of corn, beans or peas that mother uses at home. Cut quart size cardboard milk containers on three sides, leaving the bottom deep enough to hold soil and seeds. The container should have three low sides; the fourth side should not have been cut. After planting the seeds, label the containers and staple to a bulletin board. As an additional project, have the children find and bring in a picture of each plant grown to maturity. Staple this beside the containers on the bulletin board.	Quart cardboard milk containers, scissors, staples, seeds, soil, paper for labeling, pictures of the particular seed grown to maturity	3. Ch to by th pl

LIVING THINGS

E AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ous kinds e and leave some in the e light. ch container). heir growth. cuss how record keeping better crops.	Plastic foam or paper cups, different kinds of soil, good soil, sand, gravel, etc., seeds, water, and chart paper	1. Children will obtain first hand experience of some of the work tasks of a scientist.
pond or quiet Experiment: of pond water slide. Allow the tiny pond water. world of atory and		2. Children will gain first hand experience in performing a work task similar to those of lab workers or scientists.
eds of corn, nother uses size card- rs on three bottom deep and seeds. have three h side should After planting containers etin board. oject, have d bring in ant grown to is beside the lletin board.	Quart cardboard milk containers, scissors, staples, seeds, soil, paper for labeling, pictures of the particular seed grown to maturity	3. Children will have the opportunity to observe certain plants grown by agriculturists after having the first hand experience of planting seeds.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	GO
4. Have a classroom pet. Make a work chart of the things to be done to keep the pet comfortable, clean, and healthy. Discuss with the children the many jobs connected with animals.	Pet and chart	4. Childr with t at job They w jobs t pet.
5. Discuss with the children their pets at home. Help them compare the pet at home with the pet at school. Example: What do the pets eat? What equipment is needed for the care of home pets? Where is this equipment and food purchased? Who makes it?	Classroom and home pets	5. Childr who ma needed be abl manufa
6. The class draws or cuts out pictures of different animals and the equipment and food needed for their care. Put these on the bulletin board.	Paper, crayons, pictures, scissors	6. Childr equipm work w able t of one equipm
7. Children draw pictures for a bulletin board of jobs in which animals are involved. Help the children arrange their pictures on a bulletin board.	Paper and crayons	7. Childr pictur animal

LIVING THINGS (continued)

D	REFERENCES AND MATERIALS	GOAL STATEMENTS
Make a s to be nfortable, scuss with obs con-	Pet and chart	4. Children will become acquainted with the fact that people work at jobs of caring for animals. They will be able to state three jobs that need to be done for a pet.
en their n compare e pet at do the nt is home pets? and food t?	Classroom and home pets	5. Children will learn about people who manufacture and sell goods needed for animals. They will be able to name three items manufactured for pets.
out pictures d the equip- r their care. in board.	Paper, crayons, pictures, scissors	6. Children will become aware of the equipment needed by people who work with animals. They will be able to draw or cut out a picture of one animal, the food and some equipment needed for its care.
for a in which Help the pictures	Paper and crayons	7. Children will be able to make a picture of a job involving animals.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
8. Bring in or have the children help make a simple insect collection. Display pictures of different insects on the bulletin board. Discuss with the children the uses of insects, good or bad. Help them to see the many different jobs connected with and involving insects. Example: farmer, laboratory worker, science book writer, chemical companies, etc.	Insects, pictures	8. The wor

LIVING THINGS (continued)

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
children nsect pictures on the cuss with s of insects, hem to see obs connected nsects. oratory worker, chemical	Insects, pictures	8. They will be able to state three workers who work with insects.

LOOKING AND LEARNING

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Prepare a science table. Children bring in items they have found on walks or while playing that interest them. Example: seed, rocks, buckeyes, leaves, insects, etc. Have several magnifying glasses available for the children to observe items.	Magnifying glasses, nature items, slides, microscope	1. Chil with used
2. Children observe and help the teacher make several simple slides using familiar materials, such as hair, insect legs, etc.	Microscope, tweezers, slide, lights, magnifying glass, hairs, insect legs, etc.	2. Chil thre use.
3. If static electricity is high in your room and children and teacher get shocked when moving about, have the children observe the following: When does this happen? During what kind of weather are the most shocks felt? What is the temperature? What is the humidity? Record the barometer and thermometer readings. Use the data to make a scientific conclusion.		3. Chil simp prob

LOOKING AND LEARNING

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
ble. tems they or while t them. , buckeyes, . Have lasses hildren to	Magnifying glasses, nature items, slides, microscope	1. Children will become acquainted with some of the simplest tools used by laboratory workers.
help the simple r materials, legs, etc.	Microscope, tweezers, slide, lights, magnifying glass, hairs, insect legs, etc.	2. Children will be able to state three tools a scientist might use.
y is high ldren and when moving dren observe does this kind of shocks felt? ure? What is the barometer ings. Use cientific		3. Children will be able to perform simple work tasks of a scientific, problem solving nature.

MAGNETS

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS
1. Display magnets for the children to examine. Discuss ways of using magnets at home, at school, in fathers' and mothers' jobs. Let the children experiment with some of the uses of magnets at school.	Magnets

1. Ch
th

MAGNETS

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
r the children ss ways of using t school, in rs' jobs. Let iment with some nets at school.	Magnets	1. Children will be able to state three ways magnets can be used.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. Class will name and the teacher will list items in their homes which were developed by scientific research. The list could include the following: toaster, refrigerator, radio, television, telephone, sweeper, sewing machine, spray cans, lamps, stove, furnace, washer, dryer, electric can opener, paper towels, etc.	Chalkboard or chart paper	1. Chi fiv sci
2. Children will name and teacher will list items in their homes which scientific technology did not develop, such as wooden chairs and tables. Compare with list in activity 1.	Chalkboard or chart paper	2. Chi sta bec
3. Make bulletin board of magazine pictures related to science.	Magazines, scissors	3. Chi pic sci

SCIENCE

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
the teacher their homes d by scientific could include ter, refrigerator, telephone, sweeper, ay cans, lamps, her, dryer, , paper towels,	Chalkboard or chart paper	1. Children will be able to list five or ten items developed by science.
and teacher will homes which gy did not develop, rs and tables. n activity 1.	Chalkboard or chart paper	2. Children will be able to understand life is more comfortable because of scientific advances.
of magazine science.	Magazines, scissors	3. Children will be able to recognize pictures of items developed by science.

SOUND

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	C
1. Ask a brother, sister or friend who sings and plays a guitar to perform for the children. Discuss the different jobs this person might eventually do.	Volunteer with guitar	1. (Child two j
2. Discuss the ways sounds and objects that make sounds help people in their work, such as fireman - siren, gym teacher - whistle, teacher - bells, policeman - whistle, etc.		2. Child two j sound
3. Discuss with children sounds that are present in different jobs. Let them describe what sounds they might hear if they were a truck driver, pilot, nurse, etc.		3. Child a job they job, a pic under
4. Using a stethoscope, let the children experiment listening to each others lungs.	Stethoscope	4. Child exper used
5. Blow a whistle - discuss with the children the sounds and how whistles are used by the following workers: gym teacher, policeman, dog trainer, teacher, etc.		5. Child least worke

SOUND

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
or friend guitar to ren. Discuss is person	Volunteer with guitar	1. Children will be able to state two jobs the performer could do.
ds and objects people in ireman - siren, , teacher - istle, etc.		2. Children will be able to state two jobs and their individual sounds.
sounds that ent jobs. t sounds they re a truck etc.		3. Children will be able to choose a job, then state three things they would hear while doing the job, or the children could draw a picture to demonstrate their understanding.
let the istening to	Stethoscope	4. Children will have first hand experience in using an instrument used by a doctor.
uss with the nd how the following policeman, etc.		5. Children will be able to state at least two jobs in which the worker uses a whistle.

WHEELS

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS		
1.	Collect pictures of wheels and the ways they are used. Workers use machinery with wheels.	Pictures	1.	Chi and abo rel
2.	Examine toys with wheels and explain that it is the wheel and the axle that help the toys move. Many machines have wheels and axles.	Toys	2.	Chi imp wit The pic and hav
3.	Discuss the household items that have wheels which mother uses in her job of caring for home and family. Examples: clock, sweeper, washer, lawnmower, car, saw, can opener, TV dials, door knob, lamp, etc.		3.	Chi thr mot
4.	Then children will draw or cut out pictures of the wheels mother uses, wheels father uses, and wheels children use. Make a bulletin board display of the children's pictures.	Paper, crayons, scissors, magazines	4.	Chi man job

WHEELS

H AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
wheels and sed. Workers wheels.	Pictures	1. Children will be able to collect and record some of their learning about how wheels and work are related.
heels and the wheel elp the toys s have wheels	Toys	2. Children will learn about the importance of wheels to jobs with which they are familiar. They will be able to draw a picture of two toys with wheels, and a picture of two machines having wheels and axles.
ld items that other uses in or home and clock, sweeper, car, saw, can oor knob, lamp,		3. Children will be able to draw three items having wheels that mother uses.
draw or cut out els mother uses, and wheels a bulletin children's	Paper, crayons, scissors, magazines	4. Children will be able to see the many ways wheels are important in jobs.

GRADE 1 — SOCIAL STUDIES

CAREER MOTIVATION GRADE 1 SOCIAL STUDIES

BLACK HISTORY

OBJECTIVES:

1. Keeping in mind the objectives and purpose as stated in Families In Our City, the social studies resource unit developed under an HEW grant to the Youngstown Public Schools, this unit is a small beginning toward helping all children become aware of contributions made to society by black people.

CONCEPTS:

1. Some people made great contributions to society through hard work.
2. Work in entertainment, sports, science, the arts and politics contributes to all.

BLACK HISTORY

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	O
1. Read or tell the story of Marian Anderson. Help them see that with perserverance and hard work in school and with the development of her talent, she was able to improve her own living and to contribute to all.	Picture of Marian Anderson to color, short biography of the life and achievements of Marian Anderson	1. Chil work can c in li
2. Discuss the many jobs and workers who helped Marian Anderson achieve success.		2. Chil pictu Miss
3. Discuss with the children different social economic levels and racial obstacles found in American society.		3. Chil that econ hard comf obta
4. Read or tell the background and life of Jackie Robinson. Help the children to see through discussion and comparison how Jackie Robinson achieved fame and personal satisfaction.	Picture of Jackie Robinson to color, short biography of the life, background, and achievements of Jackie Robinson	4. Chil that beco
5. Discuss the sport of baseball with the children. Lead the children to a discussion of the many workers needed to keep a baseball team functioning, such as ticket taker, water boy, coach, concession worker, traffic police, etc.		5. Chil diff spor to d addi

BLACK HISTORY

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
ry of Marian see that nd hard work he development as able to ng and to	Picture of Marian Anderson to color, short biography of the life and achievements of Marian Anderson	1. Children will learn that their work in school is important and can contribute to later success in life.
s and workers derson achieve		2. Children will be able to draw a picture of one person who helped Miss Anderson achieve her success.
ldren different ls and racial merican society.		3. Children will be able to realize that there are differences in economic levels; but, through hard work, greater personal comfort and satisfaction can be obtained.
ckground and nson. Help the ough discussion Jackie Robinson ersonal satis-	Picture of Jackie Robinson to color, short biography of the life, background, and achievements of Jackie Robinson	4. Children will be able to realize that a hobby in childhood can become a life work.
f baseball with the children the many workers seball team s ticket taker, oncession worker, .		5. Children will learn about the different workers needed in the sports field. They will be able to draw a picture of one of the additional workers at a ball game.

BLACK HISTORY (continued)

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS		
6.	Read or tell the children of the background and life of Louis Armstrong. Lead the children in a discussion of how his interests led to his life work and how he was able to achieve personal success and dignity for himself and others.	Picture of Louis Armstrong to color, short biography of life and achievements of Louis "Satchmo" Armstrong	6.	Ch of in wi Mr in
7.	Discuss some of the workers who, by the performance of their jobs, contributed to Louis Armstrong's success.		7.	Ch th co
8.	Read or tell the story of George Washington Carver. Lead the children to a discussion and realization of how the work and perserverance of George Washington Carver changed his life and led to dignity and work for others.	Picture of George Washington Carver to color, short biography of background and contributions to the world by George Washington Carver	8.	Ch th Ge by th wi
9.	Discuss the tasks of scientists and laboratory workers and the many jobs related to this field.		9.	Ch ho pe
10.	Read or tell the story of Dr. Martin Luther King, Jr. Discuss with the children his contributions to black and white people.	Picture of Dr. Martin Luther King, Jr. to color, short biography, background, achievement and philosophy of Dr. King	10.	Ch ho ca be
11.	As each person in this unit is studied, help the children compose a three or four line story about that person. Print on the board for the children to copy. Help the	Chalk, chalkboard, paper, pencils	11.	Ch th ar

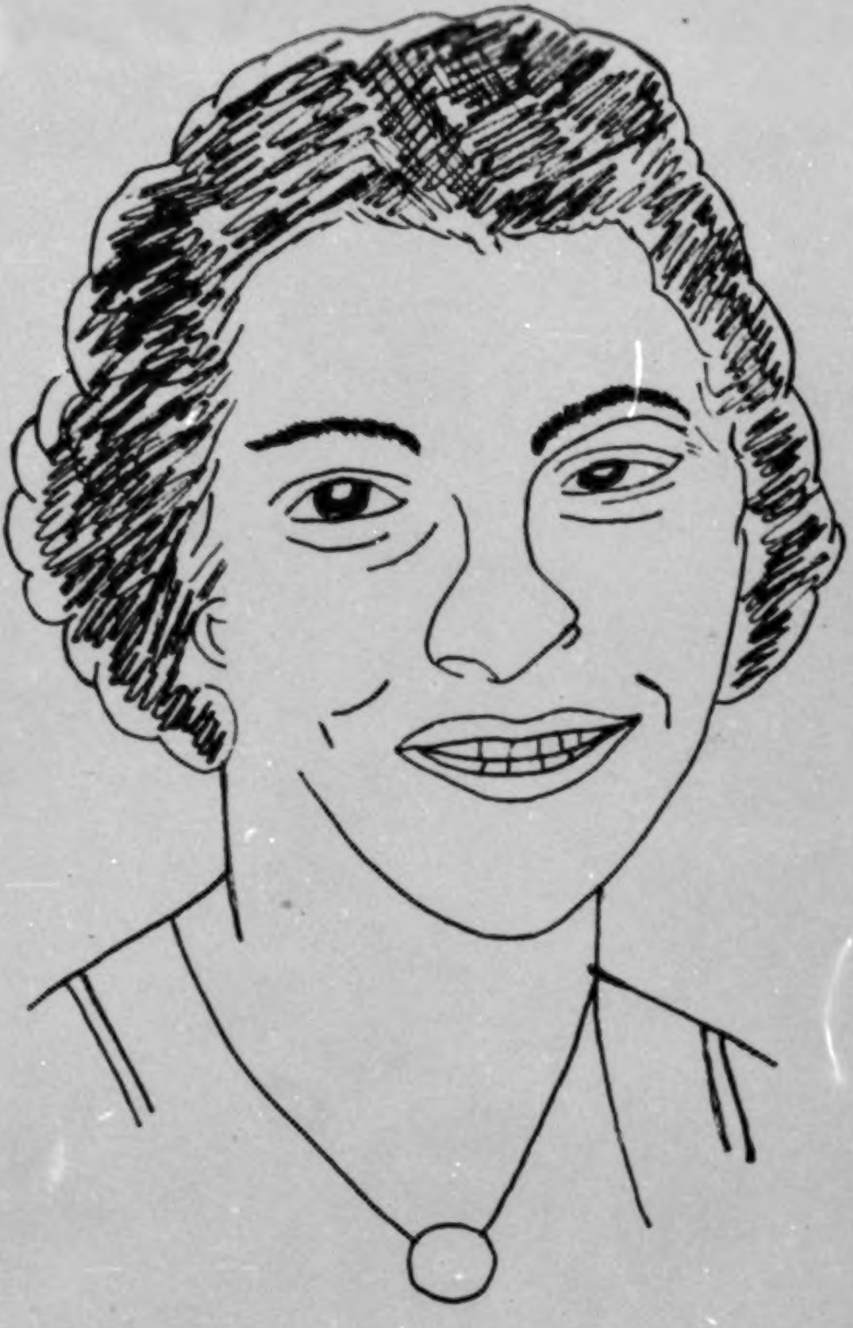
BLACK HISTORY (continued)

OACH AND ITIES	REFERENCES AND MATERIALS	GOAL STATEMENTS
children of l life of Lead the cussion of how to his life as able to success and lf and others.	Picture of Louis Armstrong to color, short biography of life and achievements of Louis "Satchmo" Armstrong	6. Children will learn that a hobby of special interest can develop into the work of an adult. They will be able to state a hobby Mr. Armstrong had that developed into his life's work.
he workers who, of their jobs, uis Armstrong's		7. Children will learn how jobs in the entertainment field depend on one another.
story of George . Lead the cussion and w the work and George Washington s life and led to for others.	Picture of George Washington Carver to color, short biography of background and contributions to the world by George Washington Carver	8. Children will be able to show their understanding of some of George Washington Carver's work by drawing a picture of some of the items he would have worked with in his laboratory.
of scientists and s and the many jobs ield.		9. Children will become aware of how the contribution of one person created jobs for others.
story of Dr. Martin Discuss with the ributions to black	Picture of Dr. Martin Luther King, Jr. to color, short biography, background, achievement and philosophy of Dr. King	10. Children will become aware of how the work of public figures can influence attitudes and behavior of others.
this unit is children compose ine story about nt on the board to copy. Help the	Chalk, chalkboard, paper, pencils	11. Children will be able to complete the tasks of copying the stories and assembling their books.

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS		
	children assemble the stories and pictures into a book.			
12.	Read or tell the children the story of Ralph Bunche.	Picture to color of Ralph Bunche, short biography of life and accomplishments of Ralph Bunche	12.	Chi tha at
13.	Discuss how the United Nations tries to achieve fairness and help for all the world's people. One phase is UNICEF.		13.	Chi wor mai
14.	Help the children discuss the work and workers needed to achieve peace.		14.	Chi tha pea wor be job goa

BLACK HISTORY (continued)

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
the stories a book.		
hildren the che.	Picture to color of Ralph Bunche, short biography of life and accomplishments of Ralph Bunche	12. Children will be able to realize that people of the world work at keeping peace.
ited Nations airness and orld's people. F.		13. Children will learn about the work done by people to help maintain peace in the world.
discuss the eeded to		14. Children will be able to see that the job of achieving world peace needs the cooperation and work of everyone. Children will be able to learn about the many jobs and workers related to this goal.



Marian Anderson

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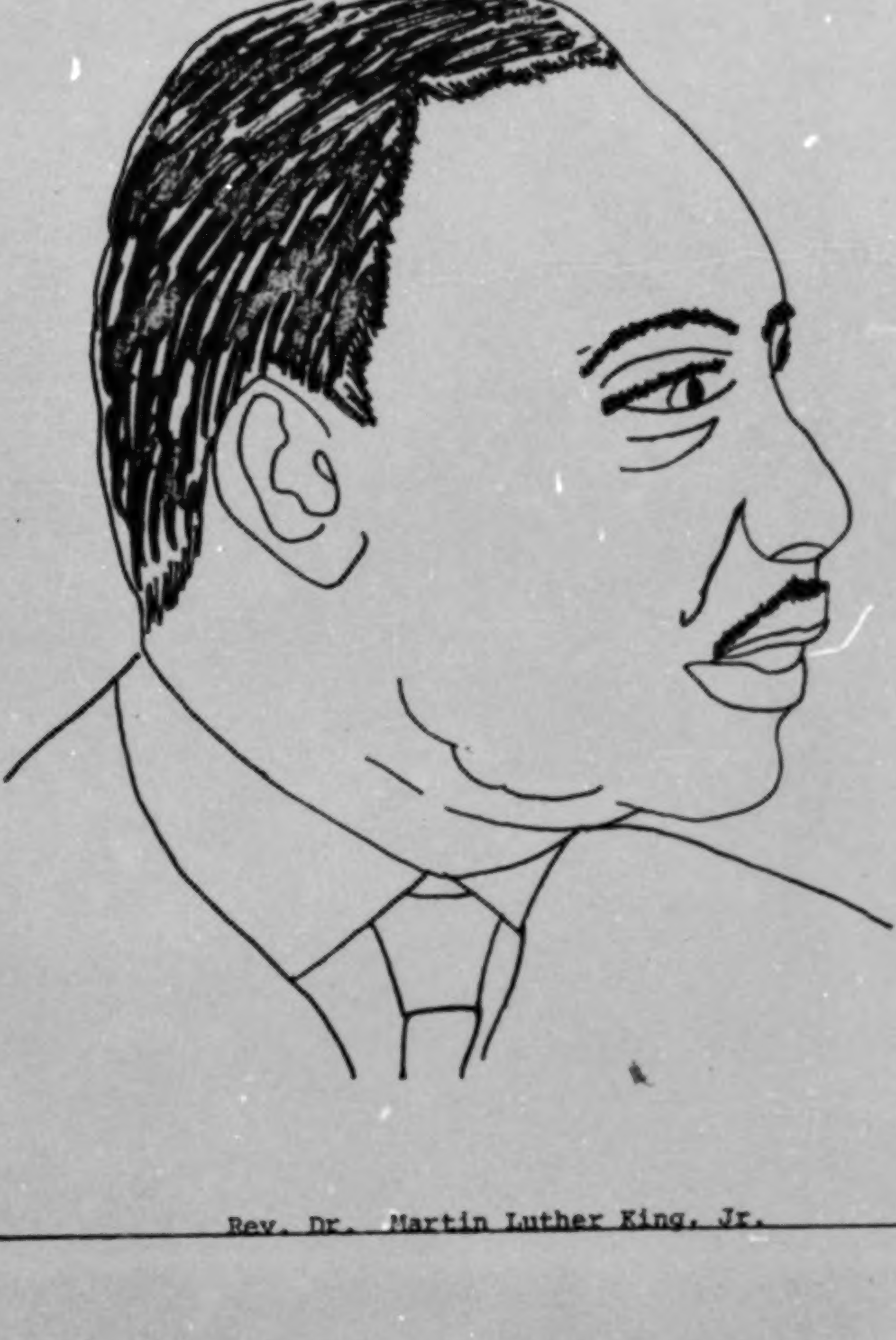
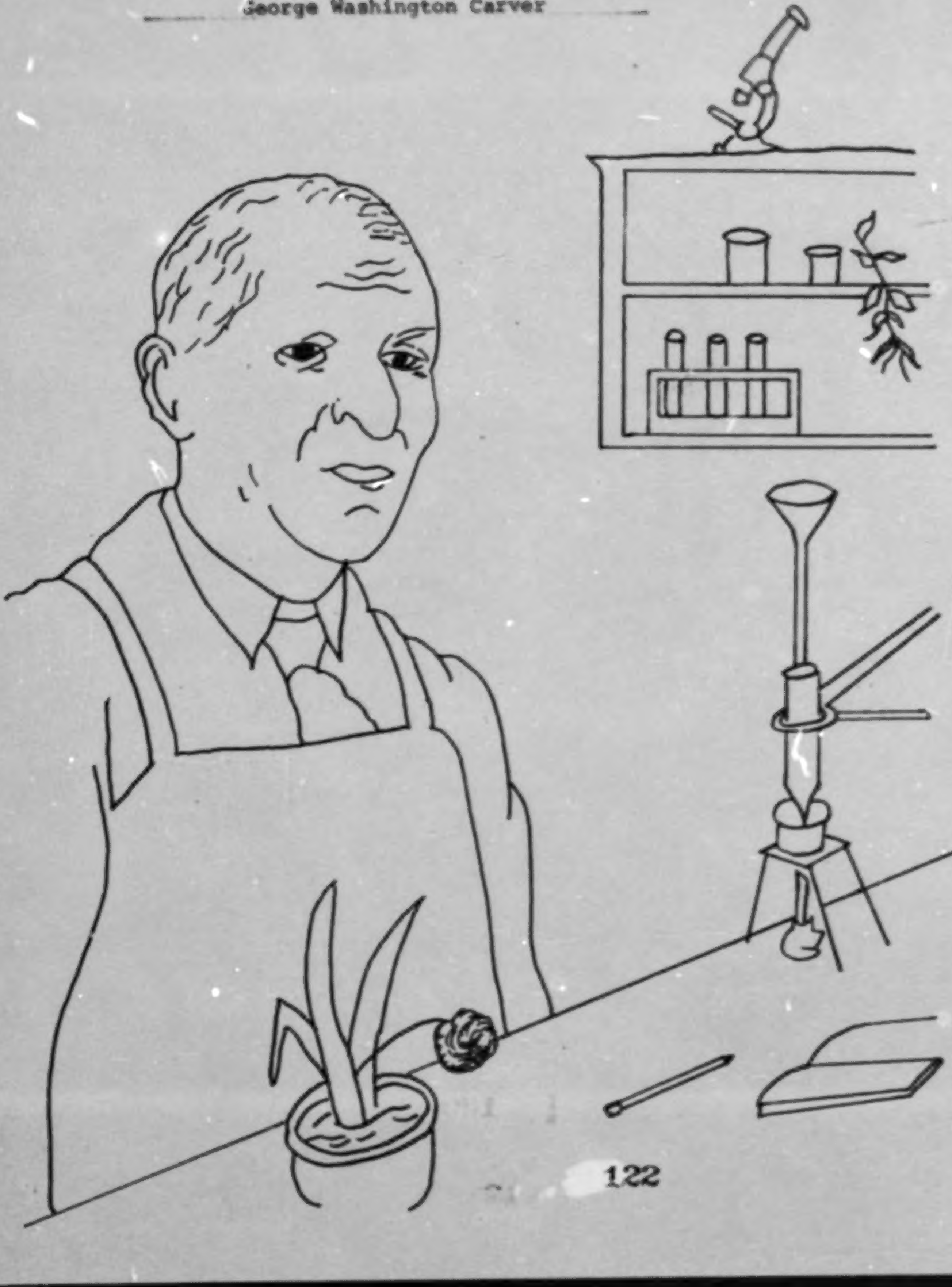
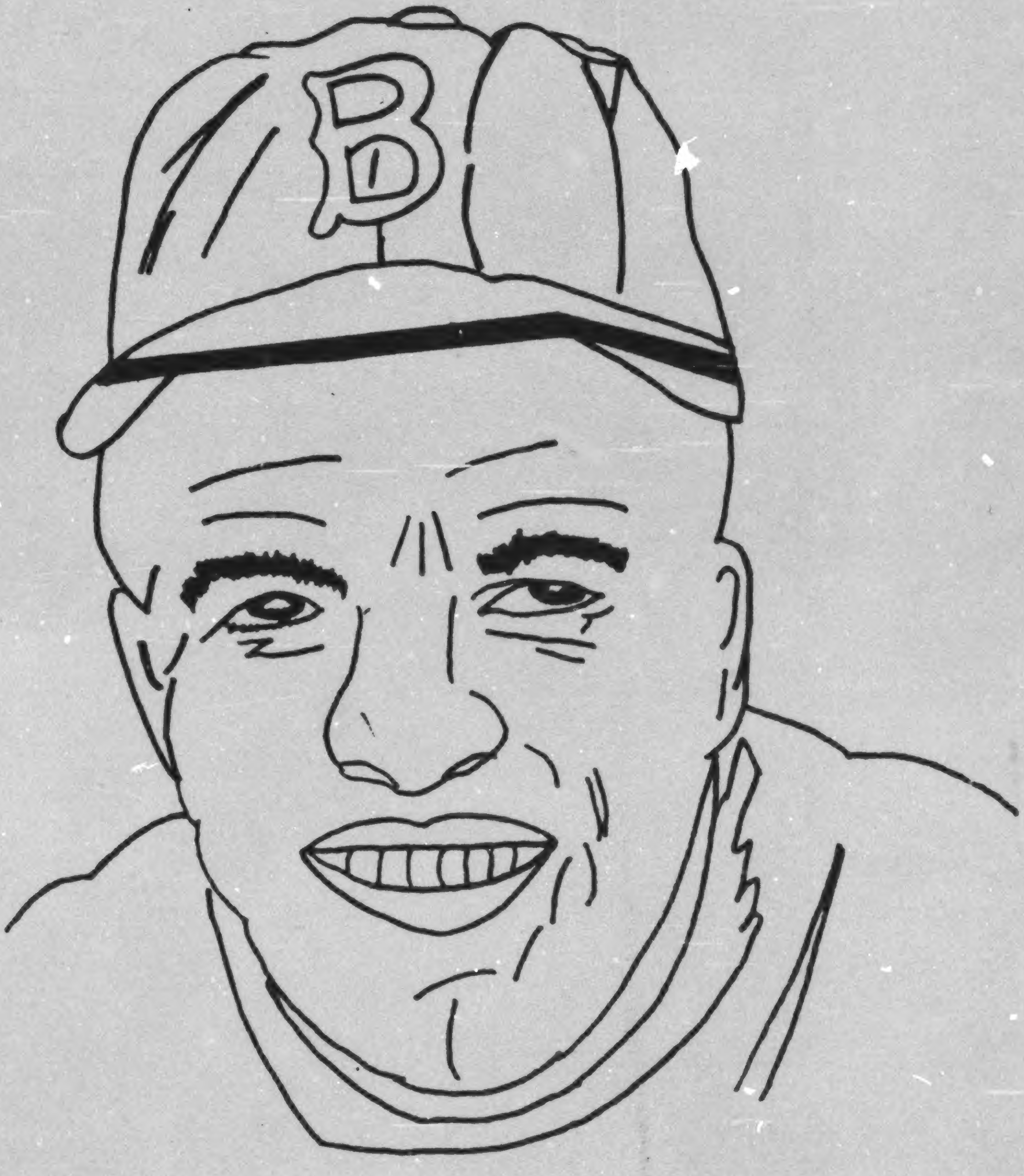


Rev. Dr. Martin Luther King, Jr.

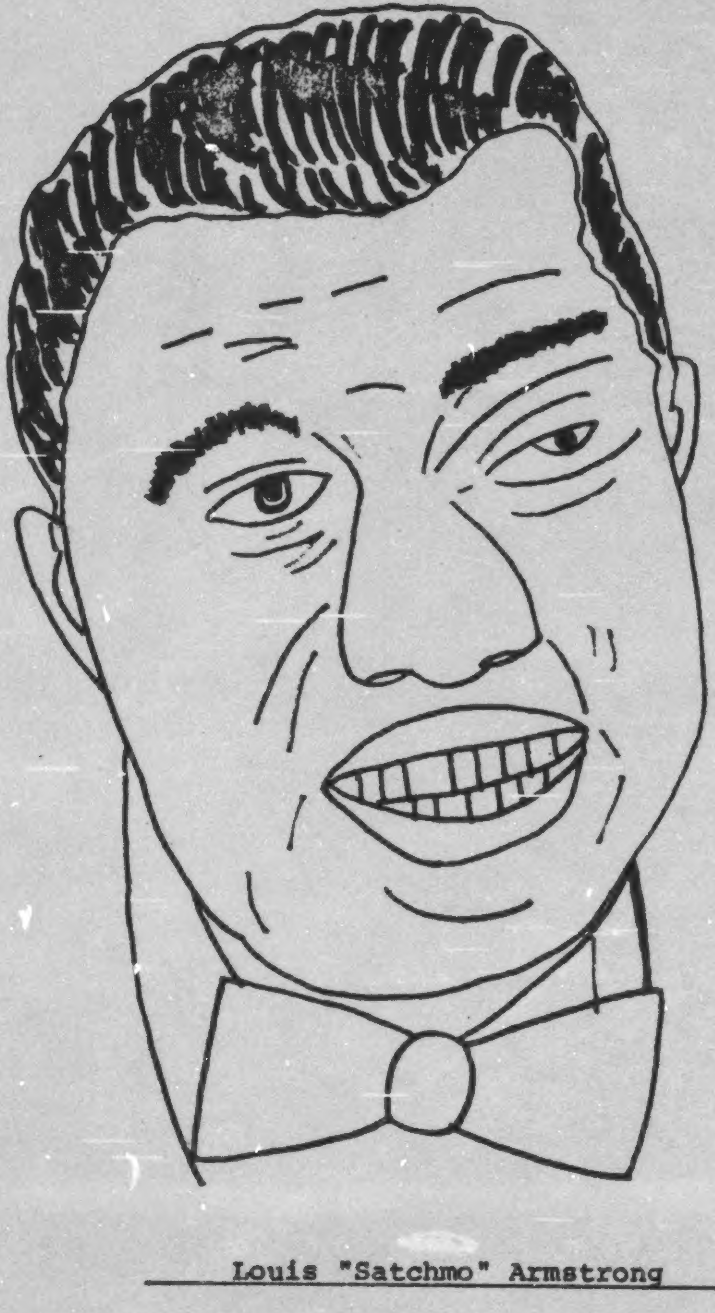
63

George Washington Carver

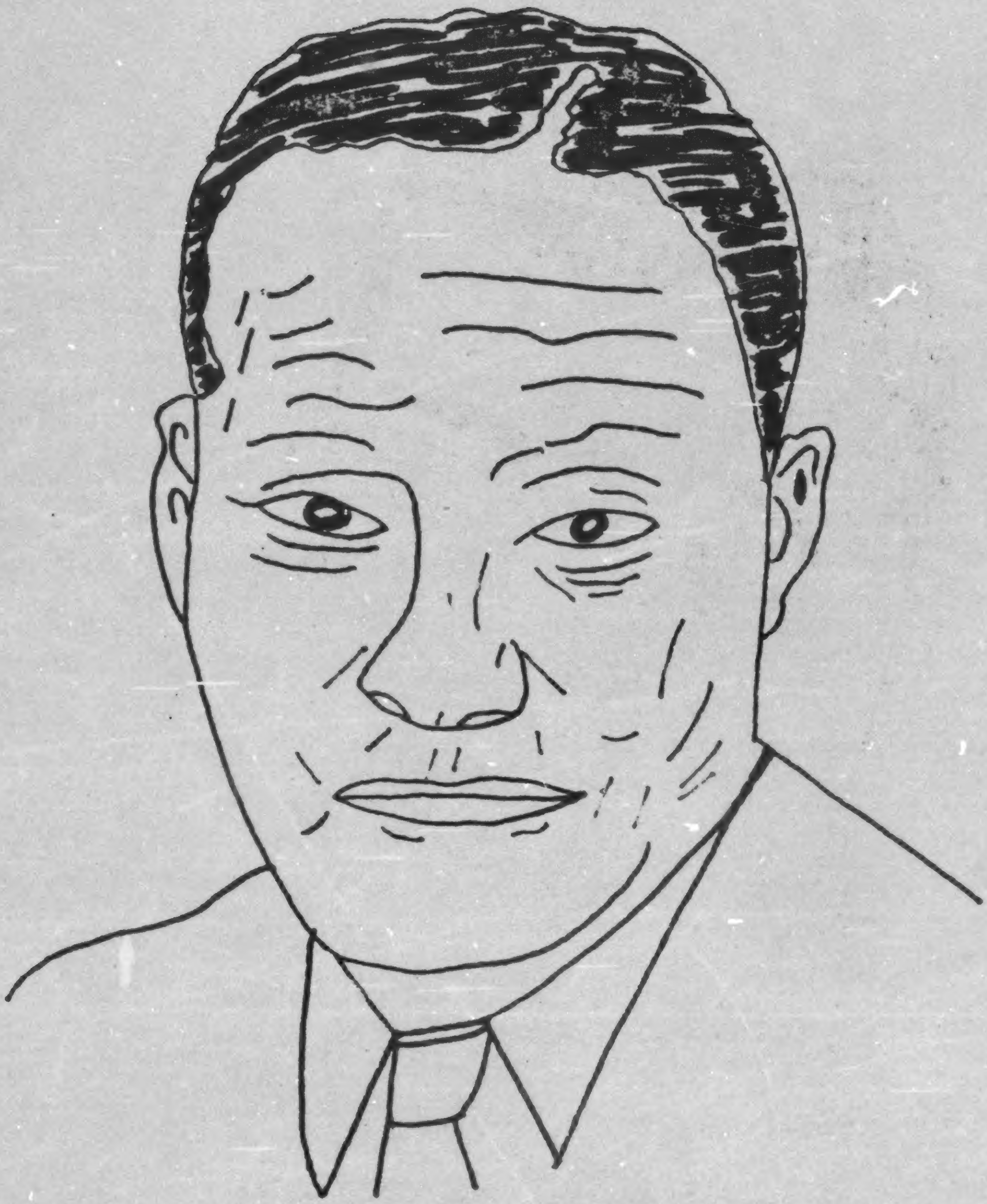




Jackie Robinson



Louis "Satchmo" Armstrong



Ralph Bunche

CAREER MOTIVATION GRADE 1 SOCIAL STUDIES

COMMUNITY

OBJECTIVES:

1. To create an appreciation of workers who build homes.
2. To develop an awareness of the many different kinds of jobs related to construction.

CONCEPTS:

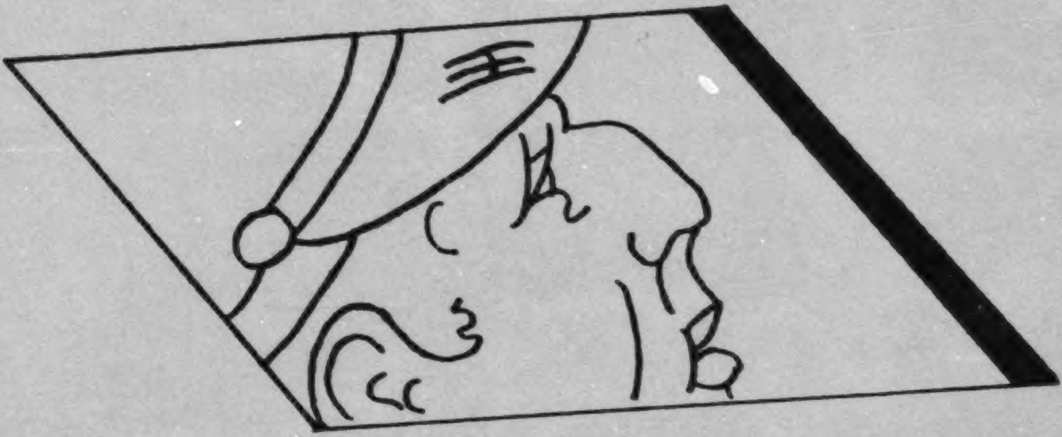
1. People live in many different kinds of shelters.
2. Construction of a shelter means using different materials and workers who know how to use the materials.

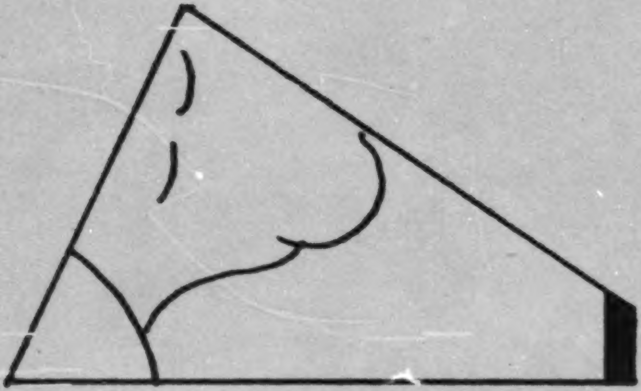
COMMUNITY

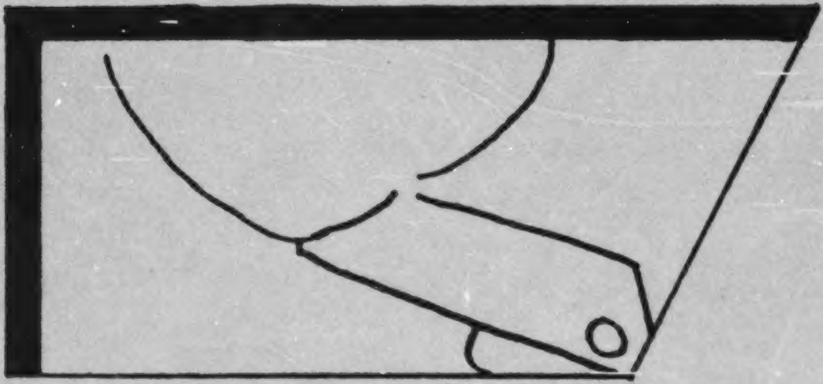
TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. After a unit of discussion on community helpers, give children a puzzle of a worker to cut out, assemble, paste on colored paper, and color.	Puzzle of worker, crayons, paste, scissors	1. Chil to p work Chil the
2. Help them compose a short sentence about each worker and print on board for them to copy. Help children assemble their stories and pictures into a class or individual book to use as a record of "Workers We Know."	Chalkboard, writing paper	2. Chil to a they

COMMUNITY

AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
ssion on ve children to cut out, lored paper,	Puzzle of worker, crayons, paste, scissors	1. Children will have the opportunity to practice some skills while working with picture of a worker. Children will be able to recognize the worker.
hort sentence print on board lp children s and pictures idual book to orkers We Know."	Chalkboard, writing paper	2. Children will have an opportunity to assemble materials on workers they have studied.







This worker helps traffic. He helps keep people safe, too. If you are lost he will help you find your way home.

(page one of two.)

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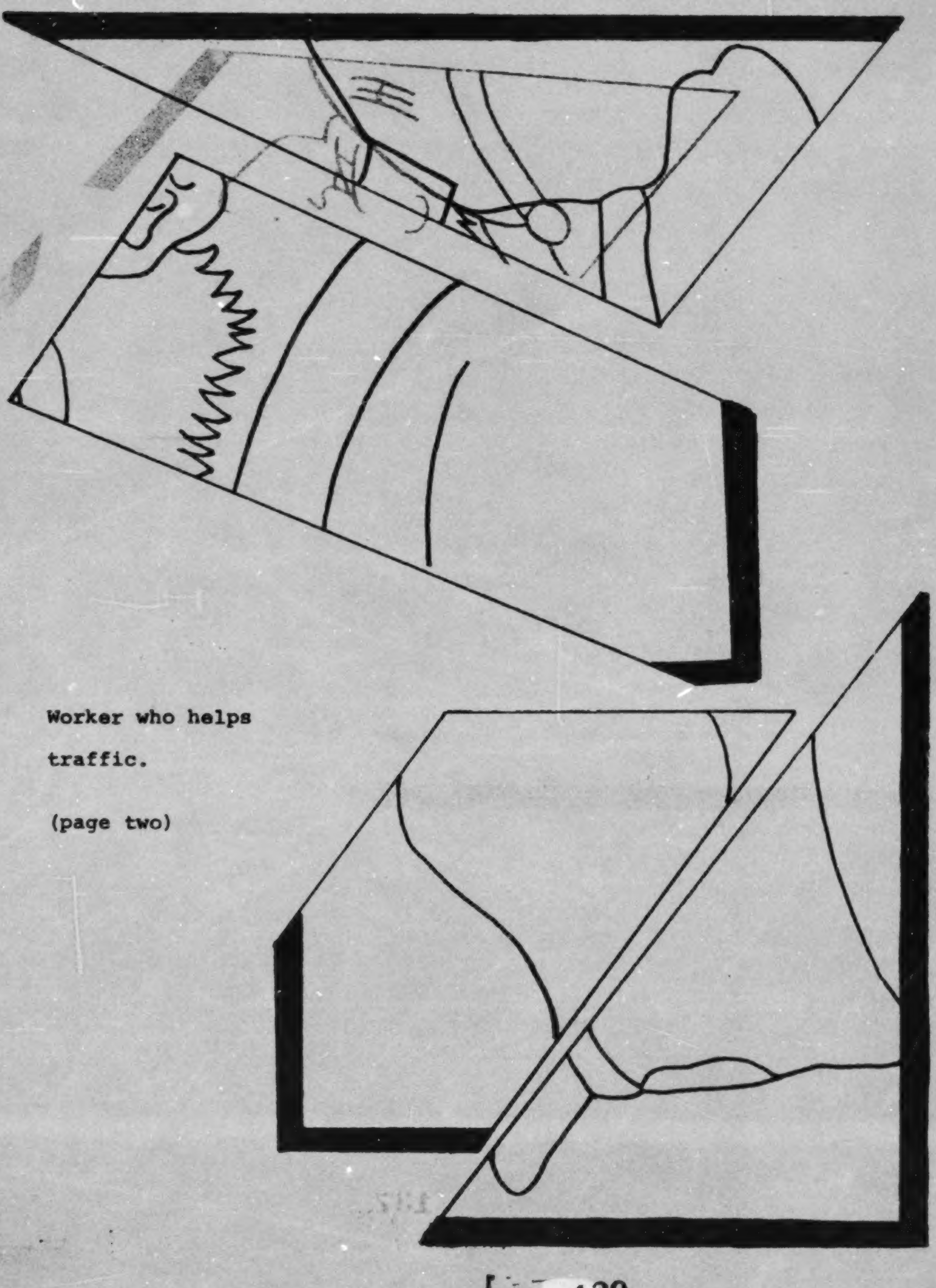
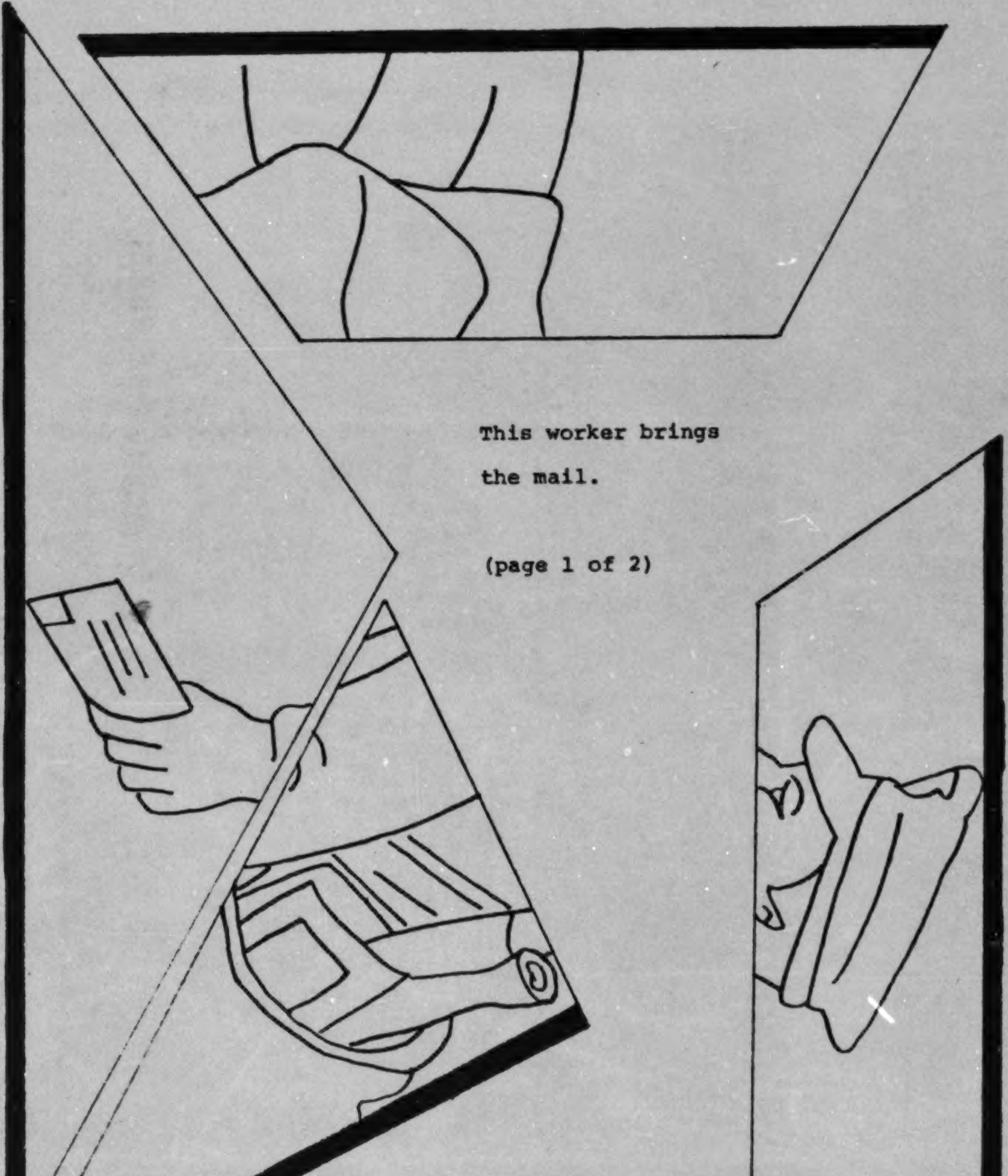


Worker who helps traffic.

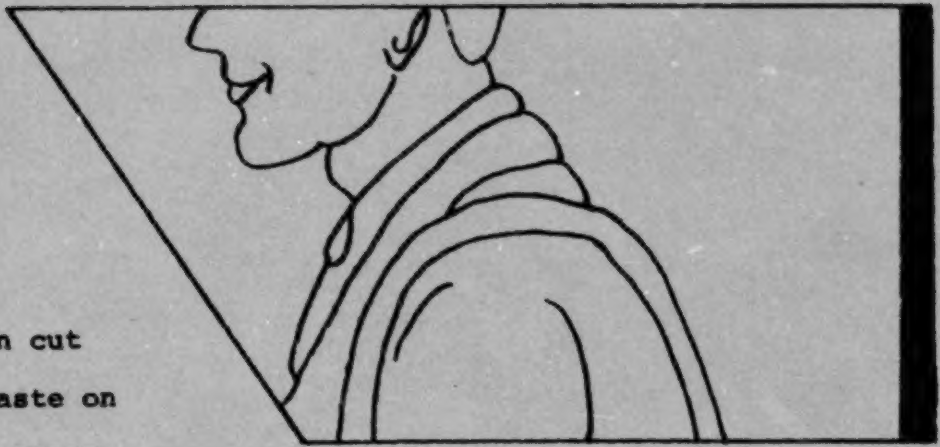
(page two)



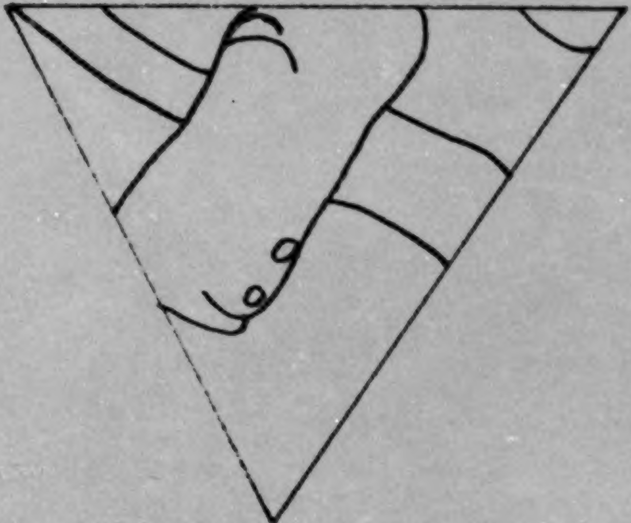
This worker brings
the mail.

(page 1 of 2)

Puzzle of Worker who brings the mail.



Have children cut out - then paste on construction paper to have a picture. Can be colored. Display on bulletin board.



(page 2 of 2)

SHELTER

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	C
1. Children bring magazine picture of family members doing various jobs at home. Put on bulletin board: "Families Work."	Bulletin board, pictures, scissors	1. Child their perfo
2. Group of children may build tent homes by draping blankets over chairs to depict workers who put up tents for homes.	Blankets, chairs	2. Child mater a she
3. Use styrofoam blocks to demonstrate how Eskimo workers build igloos.	Styrofoam blocks	3. Child that are m in ac
4. Make a mural of an Eskimo igloo, let the children attach pictures or drawings of work Eskimos do, such as hunting, fishing, preparing and selling skins, carving, and carpentry.	Mural paper, paint or crayons, drawings or magazine pictures	4. Child need in di learn condi must weath
5. After a speaker from a plumbing firm talks with the children about his tools and explains his job, the class can draw pictures of something a plumber could do in the child's home. Pantomime a plumber using his tools.	Paper, paint or crayons	5. Child are s tools a pic uses.
6. Make a bulletin board of children's work related to what they learned from the plumber.	Bulletin board, children's stories, letters, pictures	6. Child clear plumb

SHELTER

ND	REFERENCES AND MATERIALS	GOAL STATEMENTS
e picture g various bulletin ."	Bulletin board, pictures, scissors	1. Children will be able to broaden their ideas of workers and jobs performed in the house.
build tent ets over rs who .	Blankets, chairs	2. Children will learn that different materials are needed to construct a shelter.
o demon- ers build	Styrofoam blocks	3. Children will be able to realize that people working at their jobs are making a living for themselves in addition to providing a service.
imo igloo, h pictures kimos do, ng, pre- ns, carving,	Mural paper, paint or crayons, drawings or magazine pictures	4. Children will learn that people need different kinds of shelters in different climates. They will learn that because of climatic conditions building materials must be able to withstand varying weather conditions.
plumbing ildren about his job, the s of something the child's ber using his	Paper, paint or crayons	5. Children will learn that many jobs are specialized and require special tools. They will be able to draw a picture of two tools a plumber uses.
of children's hey learned	Bulletin board, children's stories, letters, pictures	6. Children will understand more clearly the importance of a plumber.

SHELTER (continued)

TEACHER APPROACH AND PUPIL ACTIVITIES

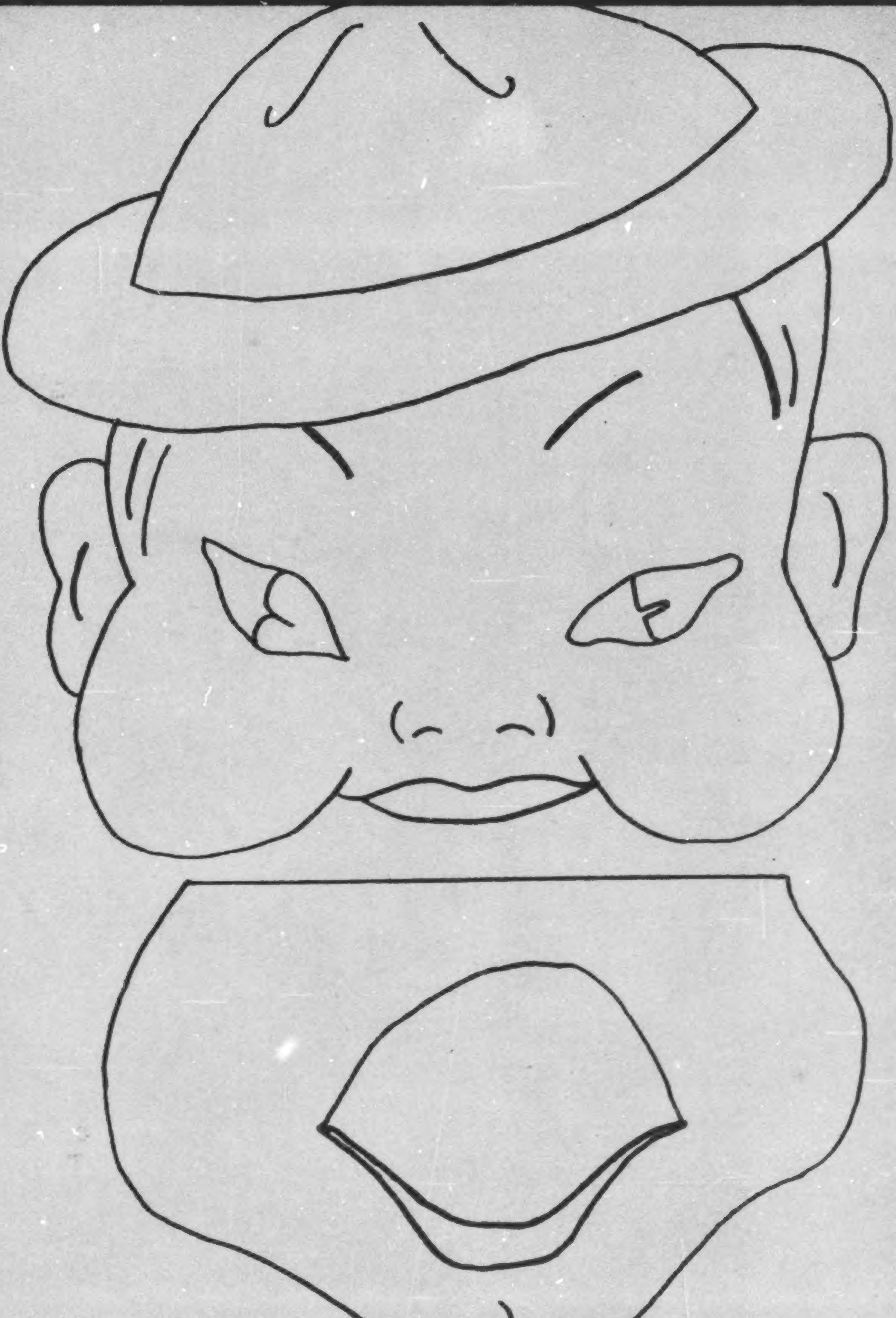
7. Base class discussions on various neighborhood activities concerned with shelter, such as remodeling of homes or buildings, new construction, removal of old buildings, driveway installation, etc.

8. Individual children pantomime different ways people earn a living. The rest of the class guesses the kind of work being dramatized.

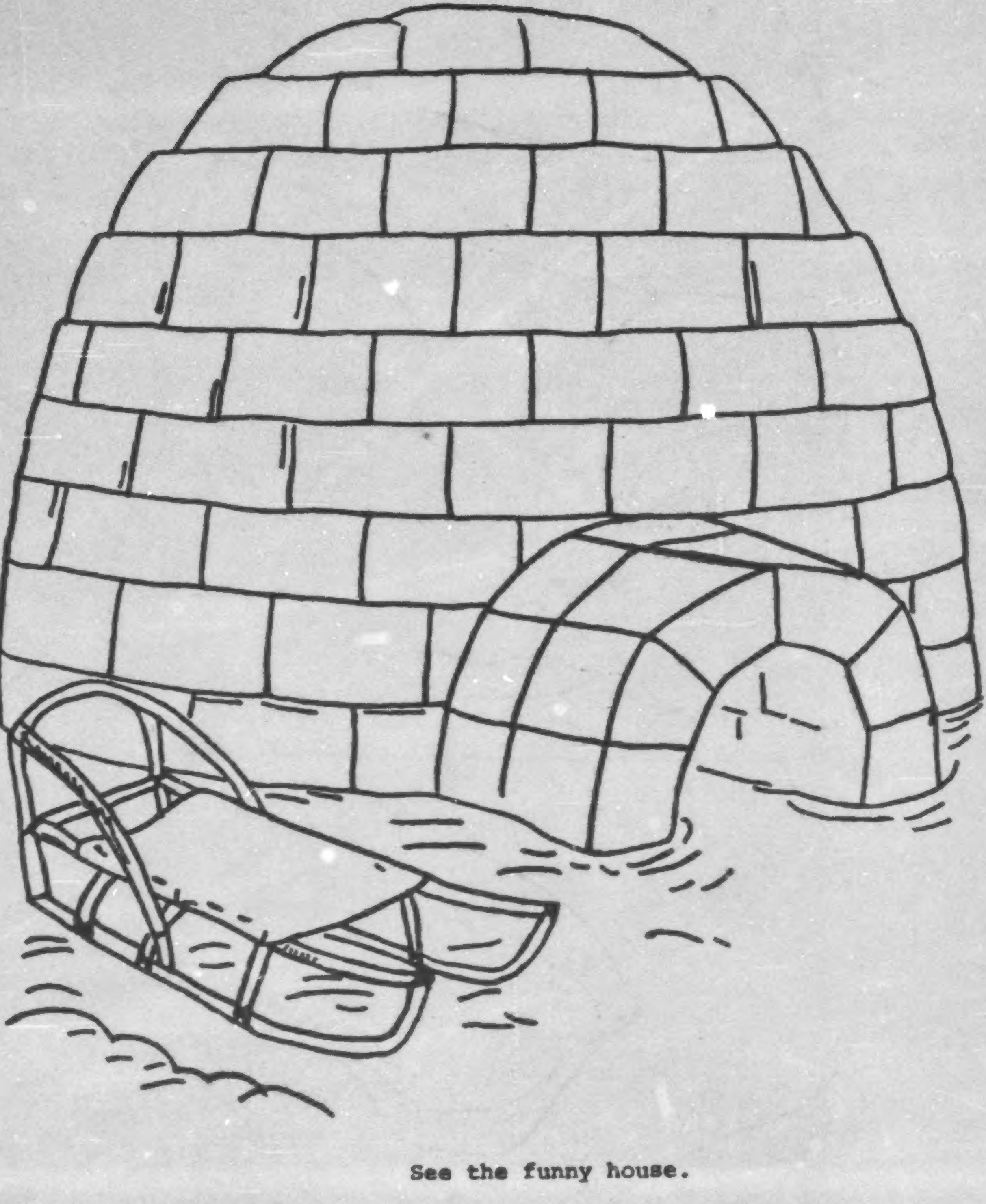
REFERENCES AND MATERIALS

SHELTER (continued)

CH AND IES	REFERENCES AND MATERIALS	GOAL STATEMENTS
iors on various ities concerned) as remodeling ngs, new con- , of old y installation,		7. Children will become aware of neighborhood construction and changes.
n pantomime ple earn a of the class f work being		8. Children will be able to pantomi or guess.



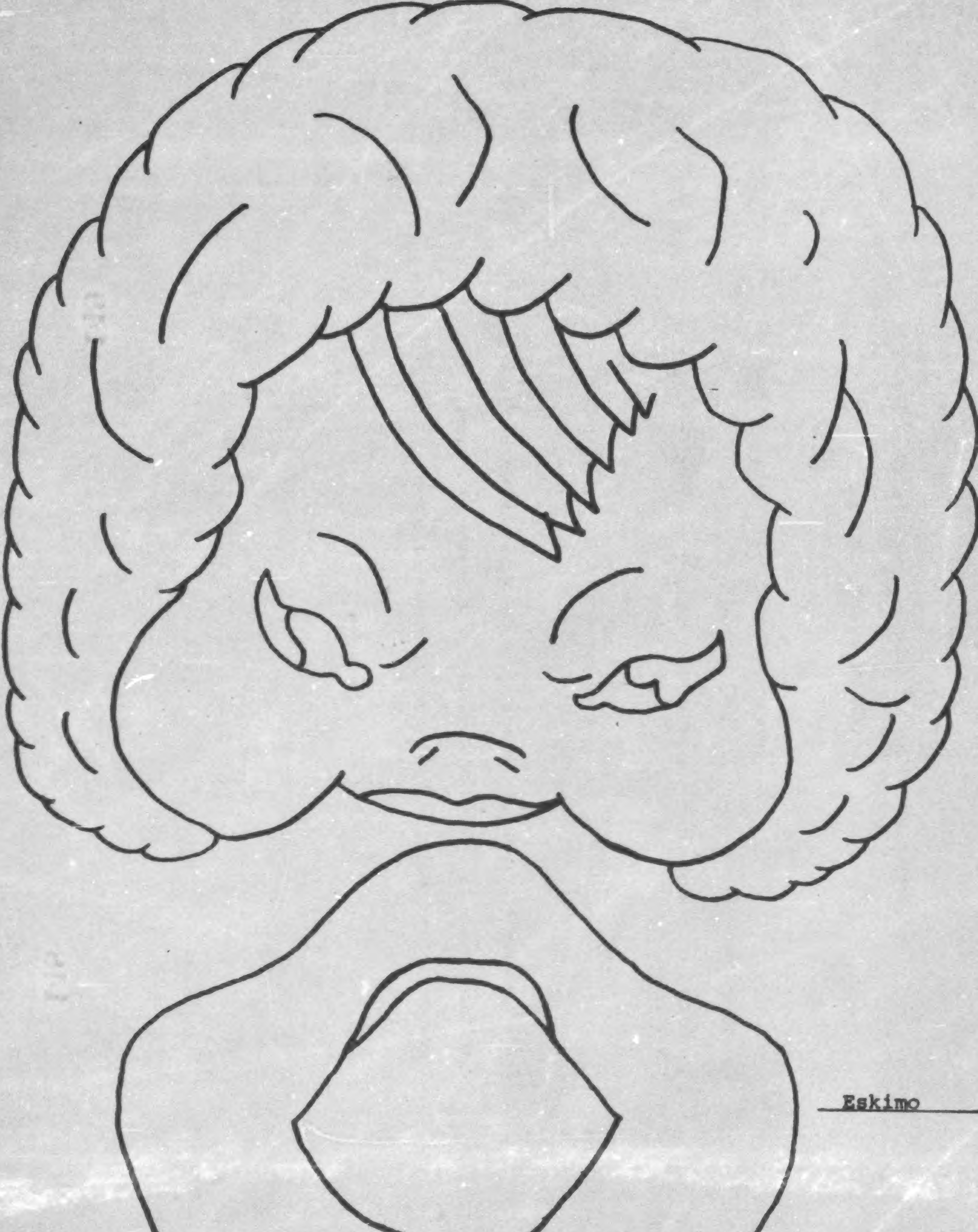
Woodchopper



See the funny house.

It is called an igloo.

The Eskimo lives in an igloo.



Eskimo

CAREER MOTIVATION GRADE 1 SOCIAL STUDIES

SPECIAL HOLIDAY UNIT

OBJECTIVES:

1. To create an appreciation of national holidays.
2. To develop an awareness of the historical background of holidays and of the many jobs that are related to the recognition of such days.

CONCEPTS:

1. People celebrate or recognize certain special days throughout the year.
2. Special days are recognized and celebrated in a variety of ways.
3. Some people have special jobs or work for these holidays.

HOLIDAYS

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
1. On Columbus Day discuss the explorations of Columbus. Elicit the importance of working as an explorer. Have children tell what different work the members of the Columbus expedition might have done. Help children see the parallel of Columbus and space exploration.	Have a Columbus ditto for the children to color	1. Chil that cont will many ledg serv
2. On George Washington's birthday tell and diss the work that Washington did as president and as a military man.	Ditto for children to color	2. Chil stan bec work
3. On Abraham Lincoln's birthday read the story of his childhood. Describe the work Lincoln and his family did. Have children relate it to their life now.		3. Chil that for the and cha will of c or
4. On Thomas A. Edison's birthday read or tell children the story of Edison's life and of his inventions. Help children to relate his inventions to their own lives.	Have a ditto for the children to color	4. Chil that ima and for able ite roo made

HOLIDAYS

N AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
cuss the umbus. ce of working ve children work the mbus expedi- e. Help rallel of exploration.	Have a Columbus ditto for the children to color	1. Children will be able to realize that people worked long ago and continue to work today. They will learn that work is done for many reasons, to broaden knowledge, earn a living, provide services, etc.
n's birthday ork that resident and	Ditto for children to color	2. Children will be able to understand that many famous people became famous because of their work for the nation.
s birthday is childhood. incoln and ve children life now.		3. Children will be able to realize that people have always worked for food, clothing, shelter and the special things they desire and that the work and jobs have changed over the years. They will be able to draw a picture of one job Lincoln did as a boy or man.
's birthday en the story d of his hildren to ns to their	Have a ditto for the children to color	4. Children will be able to realize that the inventions of some imaginative people have made life and work easier and more pleasant for people now. They will be able to draw a picture of two items in their homes or schoolroom that Edison's inventions made possible.

HOLIDAYS (continued)

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
5.	For Memorial Day, explain to the children the reason for celebrating it. Discuss the work of soldiers, sailors, marines, and all armed services personnel in protecting our country.	Ditto of flag, a soldier, a sailor for the children to color	5. Chil work thei able of s Memo
6.	Have a soldier, sailor or veteran describe his work to the children, keeping in mind their tender years.	Have a ditto of a soldier or sailor to color	6. Chil peri to a
7.	Make a mural about the workers in the armed forces.	Mural paper, pictures of soldiers or sailors to paste to the mural paper.	7. Chil thei and work
8.	Make Christmas cookies in the classroom. Select cookie recipe with class. Make baker hats for each child. Children may mix the dough, roll and cut the cookies, place them on a cookie sheet, and bake them in the school oven.	Ingredients for making cookies, cooking utensil, available oven	8. Chil expe mate invo
9.	Make Christmas cards for parents. Discuss buying cards at a store and the workers needed to make the cards. Point out job similarities of commercial card makers and children making their cards in classroom. Display samples of commercial cards for children to examine.	Construction paper, scissors, crayons, paste	9. Chil of c

HOLIDAYS (continued)

AND S	REFERENCES AND MATERIALS	GOAL STATEMENTS
plain to the for cele- the work of arines, and ersonnel in ry.	Ditto of flag, a soldier, a sailor for the children to color	5. Children will learn about the work of the armed forces and their importance. They will be able to draw or color a picture of some activity related to Memorial Day.
or or veteran the children, r tender years.	Have a ditto of a soldier or sailor to color	6. Children will gain first hand experience in meeting and listening to a member of the armed forces.
he workers in	Mural paper, pictures of soldiers or sailors to paste to the mural paper.	7. Children will be able to organize their ideas of the armed forces and of the importance of their work.
es in the ookie recipe ker hats for n may mix cut the on a cookie in the	Ingredients for making cookies, cooking utensil, available oven	8. Children will gain first hand experience in the tools needed, materials required, and effort involved in one of mother's jobs.
for parents. at a store ed to make the similarities kers and r cards in amples of child[illegible]o	Construction paper, scissors, crayons, paste	9. Children can list the work tasks of card makers.

TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
10. Do a similar project at Easter and see how much children recall of jobs and workers.	Sample of commercial cards	10. Chi of
11. Independence Day is seldom understood by primary - elementary children. Tell the story of the Declaration of Independence. A suggested time slot for this could be in February before or after President's Day, with one or two reminders at the end of the school year. The workers involved could be mentioned. The celebration of this day could be described and the workers related to armed forces parades and to family picnics. Dittos of a flag and a celebration could be planned.		11. Chi Ind and
12. After the holiday unit is completed, help children assemble all their pictures and stories into a little Holidays I Know About Book.	Dittos of holidays	12. Chil and lear the
13. Holidays are superb for bringing in workers. During Christmas Santa's job can be discussed and at Easter the Easter Bunny.		13. Chil thei and cont
14. Before a party, clean desks and tidy up the room. This is similar to mother's and teacher's jobs when company is expected. Later relate that activity to school, factory, office, and		14. Chil that pate tion enjo

HOLIDAYS (continued)

H AND ES	REFERENCES AND MATERIALS	GOAL STATEMENTS
t at Easter ildren workers.	Sample of commercial cards	10. Children can list the work tasks of card makers.
seldom under- elementary story of the pendence. A for this could re or after th one or two d of the school involved could celebration of scribed and to armed forces y picnics. d a celebration		11. Children will learn about Independence Day and the workers and jobs related to it.
it is completed, le all their into a little t Book.	Dittos of holidays	12. Children will be able to organize and communicate what they have learned about special days and the jobs involved.
for bringing Christmas iscussed and Bunny.		13. Children will be able to tell their ideas of workers and jobs and how much pleasure workers contribute to the holidays.
n desks and his is and teacher's expected. tivity to ice, and		14. Children will be able to realize that work is necessary to participate in fun and that the cooperation of everyone adds to the enjoyment of all.

HOLIDAYS (continued)

	TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS		
	super market maintenance.			
15.	Passing out treats at a party is similar to serving in a restaurant. (Have waitresses' hats for children to wear in turns.)	Paper waitresses' hats made from construction paper	15.	Chil of
16.	After the party comes the cleaning up.	Buckets, sponges, paper towels	16.	Chil diff nece room
17.	Parades and workers involved. Movie - Discuss Macy's parade at Thanksgiving, the organizers, jobs making floats, making big balloon figures, etc. Discuss the policeman's job in parades.	Movie: "Anatomy of a Parade"	17.	Chil stan devo They by d
18.	Make a mural of a parade.	Mural or bulletin board, paper, crayons	18.	Chil ness invo
19.	Have children play the parts of various workers in a parade.		19.	Chil ness invo
20.	Use workers portrayed in News Pilot or Weekly Reader. Discuss the workers and their jobs.	Classroom Weekly Reader	20.	Chil vanc he s the
21.	Watch television news broadcasts and discuss the various jobs and workers.		21.	Chil work every

HOLIDAYS (continued)

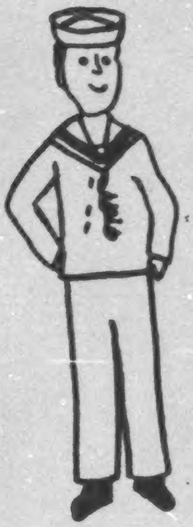
AND	REFERENCES AND MATERIALS	GOAL STATEMENTS
ance.		
t a party g in a aitresses' wear in	Paper waitresses' hats made from construction paper	15. Children will gain the experience of a specific job.
e the	Buckets, sponges, paper towels	16. Children will be able to see how different jobs and workers are necessary to keep their school room in good condition.
involved. 's parade organizers, making big . Discuss in parades.	Movie: "Anatomy of a Parade"	17. Children will broaden their understanding of the many workers devoted to the entertainment field. They will show their understanding by drawing a picture of a parade.
rade.	Mural or bulletin board, paper, crayons	18. Children will gain a deeper awareness of the workers and work involved.
he parts of parade.		19. Children will gain a deeper awareness of the workers and work involved in a parade.
d in News er. Dis- their jobs.	Classroom Weekly Reader	20. Children will learn of the relevancy of the working person as he sees and learns about them in the weekly paper.
broadcasts jobs and	TV	21. Children will see and realize that workers are doing their jobs everywhere.

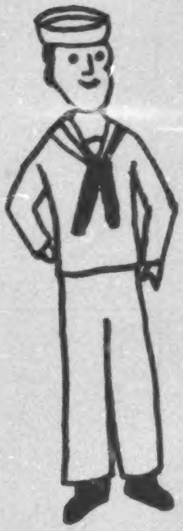
HOLIDAYS (continued)

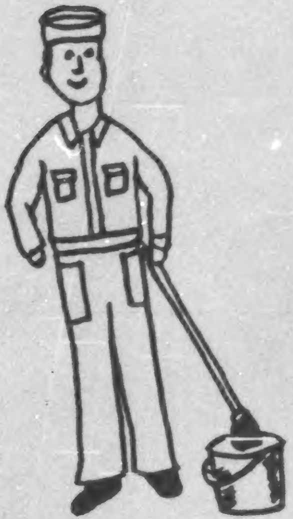
TEACHER APPROACH AND PUPIL ACTIVITIES	REFERENCES AND MATERIALS	
22. Bring in or have the class bring in pictures of workers from the daily newspaper or from magazines. Discuss and pantomime some of the jobs.	Daily newspaper and or magazines	22. Chi the dis
23. Make paper bag puppets of some of the workers for short skits.	Ditto of a worker, paper bags, scissors, paste, crayons	23. Chi tic sta

HOLIDAYS (continued)

CH AND IES	REFERENCES AND MATERIALS		GOAL STATEMENTS
e class bring ters from the from magazines. me some of the	Daily newspaper and or magazines	22.	Children will be able to show their understanding of the jobs discussed.
ets of some of rt skits.	Ditto of a worker, paper bags, scissors, paste, crayons	23.	Children will be able to participate and show their understanding of the jobs discussed.





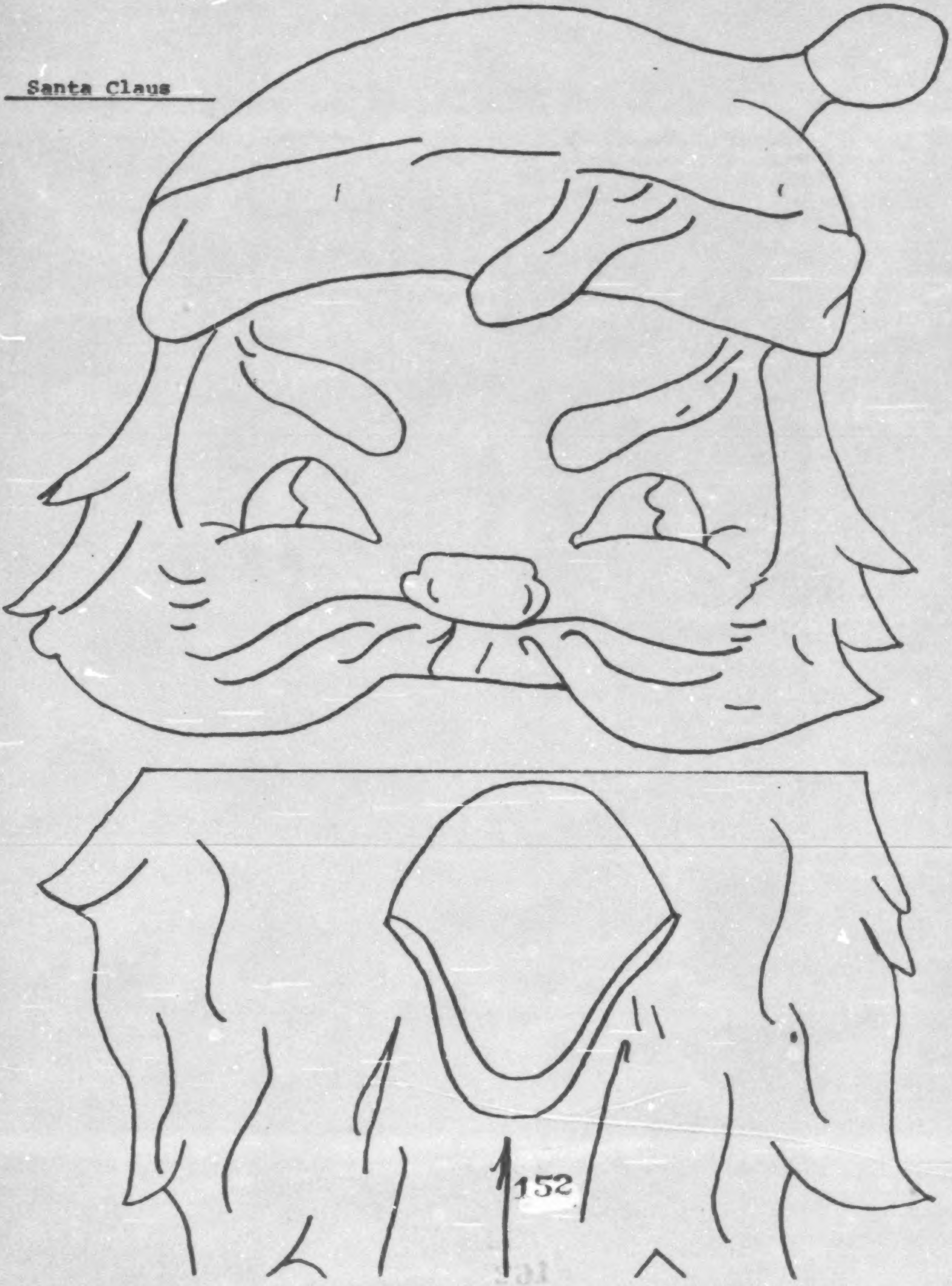


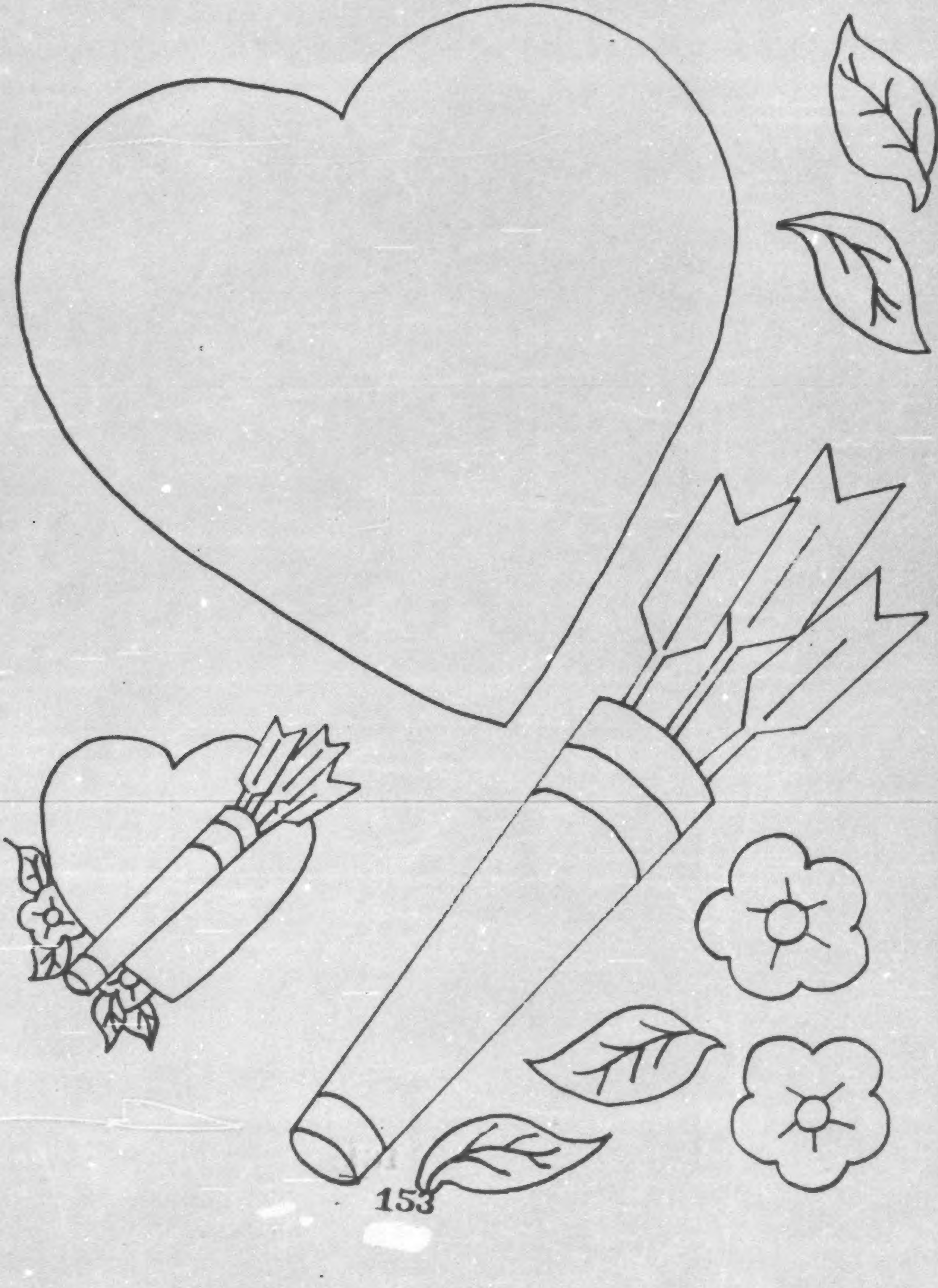
In winter the sailor wears a dark blue suit.

In the summer he wears a white suit.

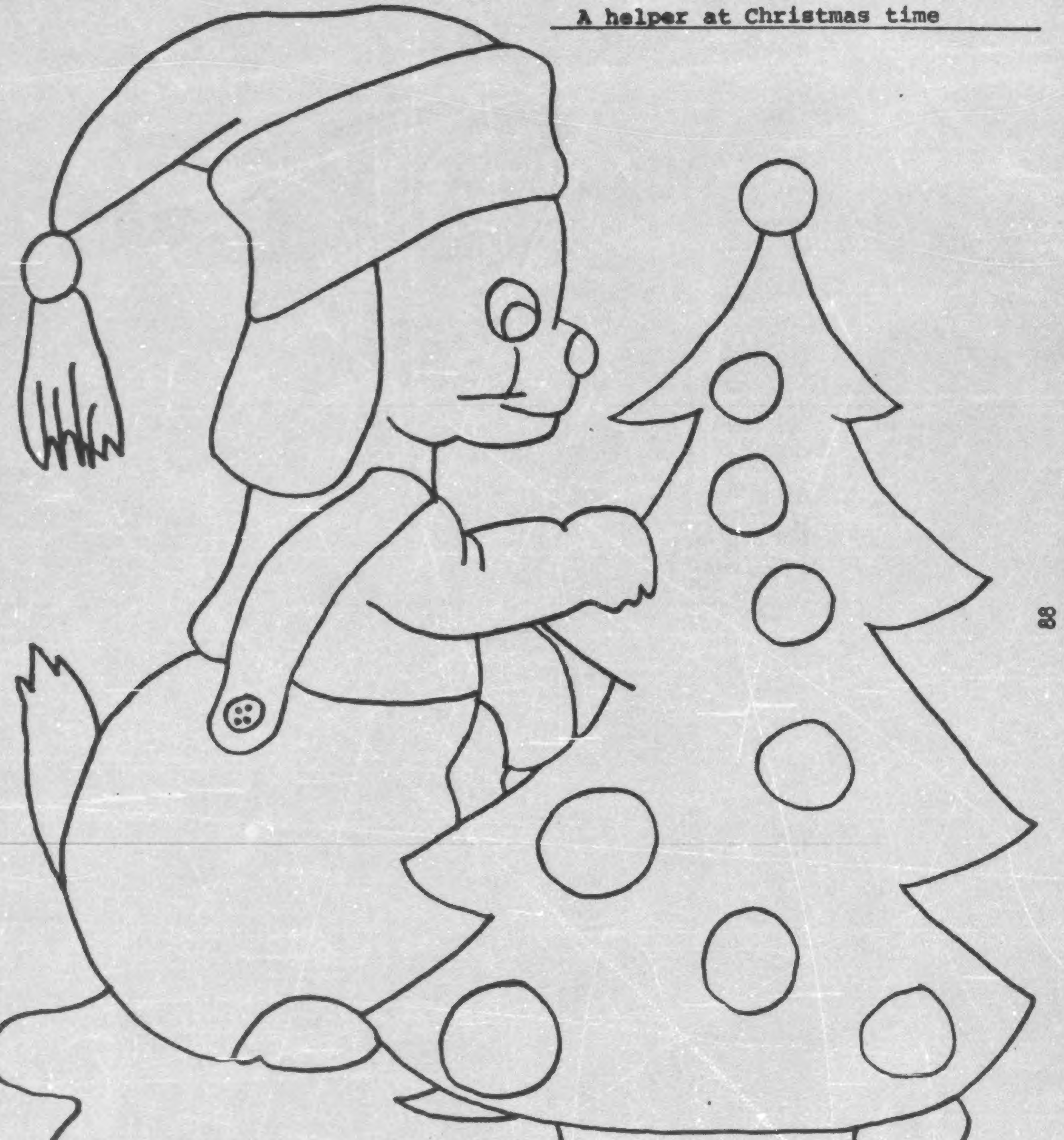
For heavy work he wears a light blue work suit.

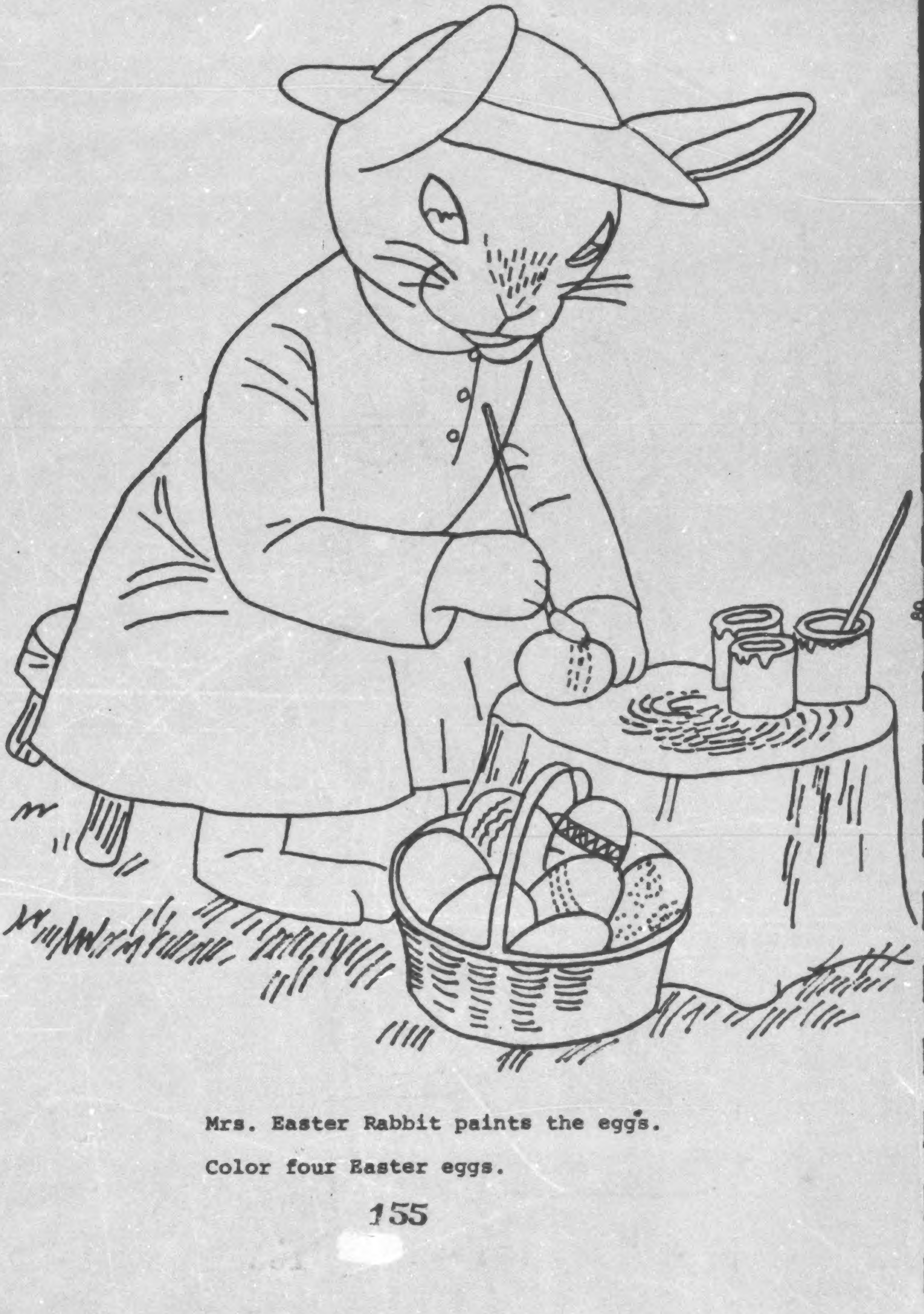
Santa Claus





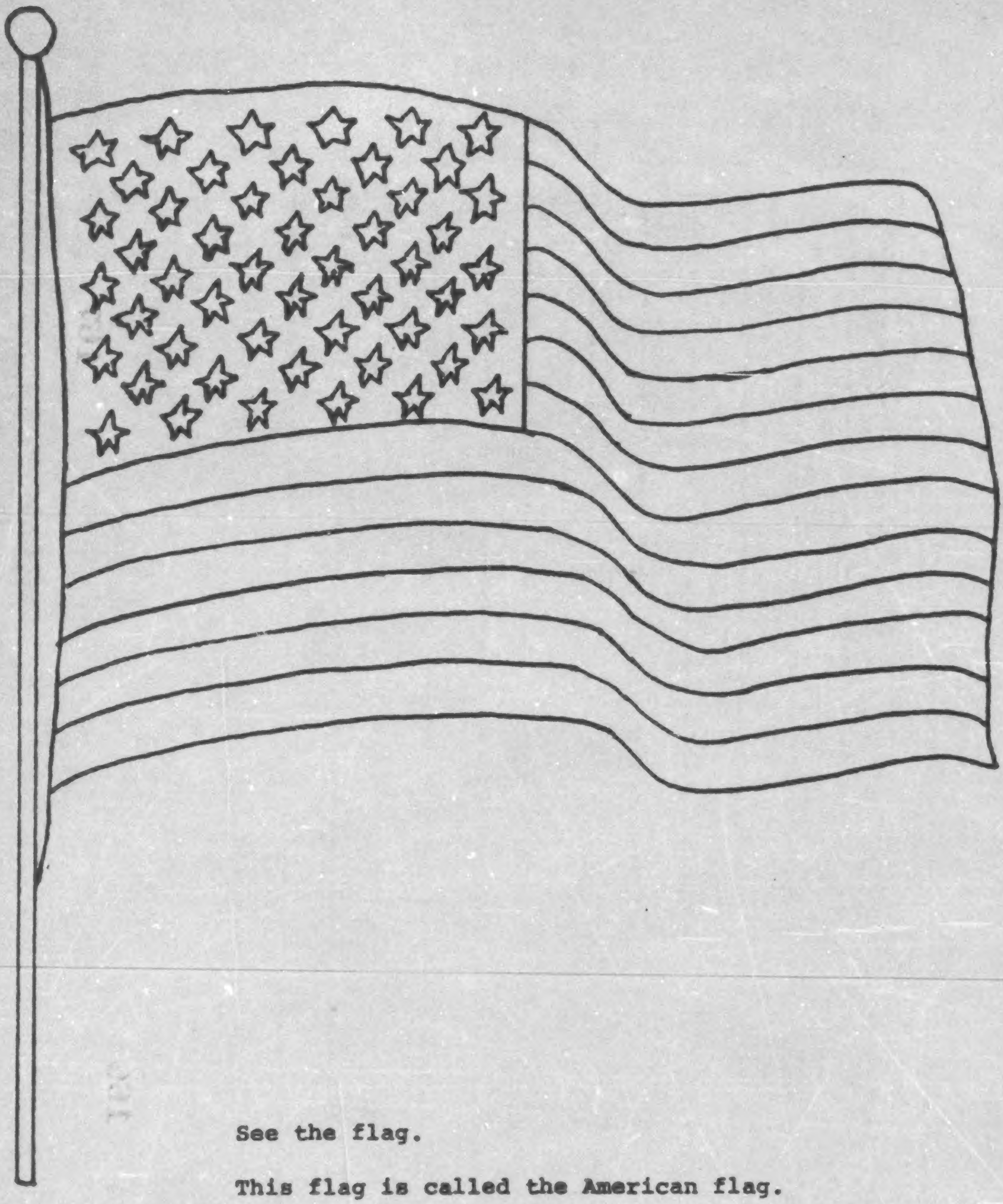
A helper at Christmas time





Mrs. Easter Rabbit paints the eggs.

Color four Easter eggs.

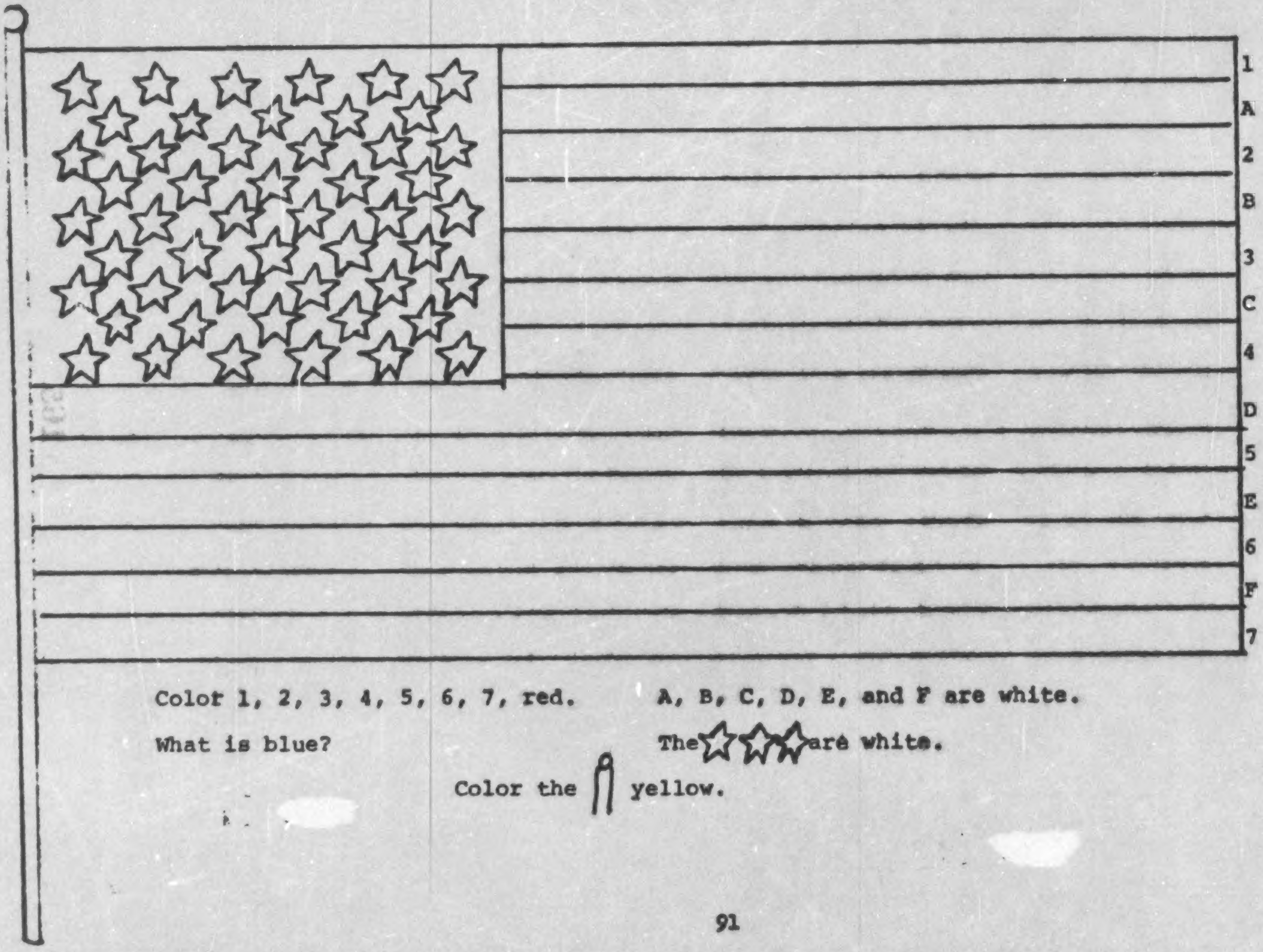


See the flag.

This flag is called the American flag.

It is red, white, and blue.

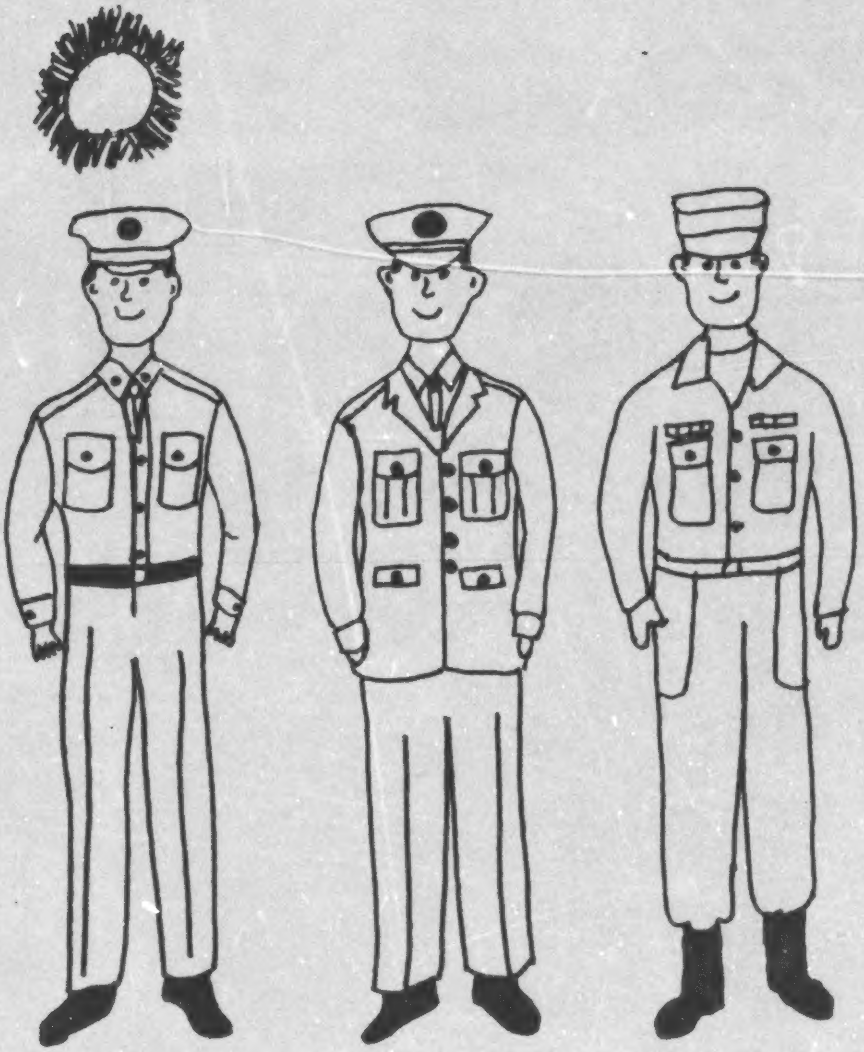
Tom and Betty said, "We love our flag. We will be careful and make this look pretty."



Color 1, 2, 3, 4, 5, 6, 7, red. A, B, C, D, E, and F are white.

What is blue? The ☆☆☆ are white.

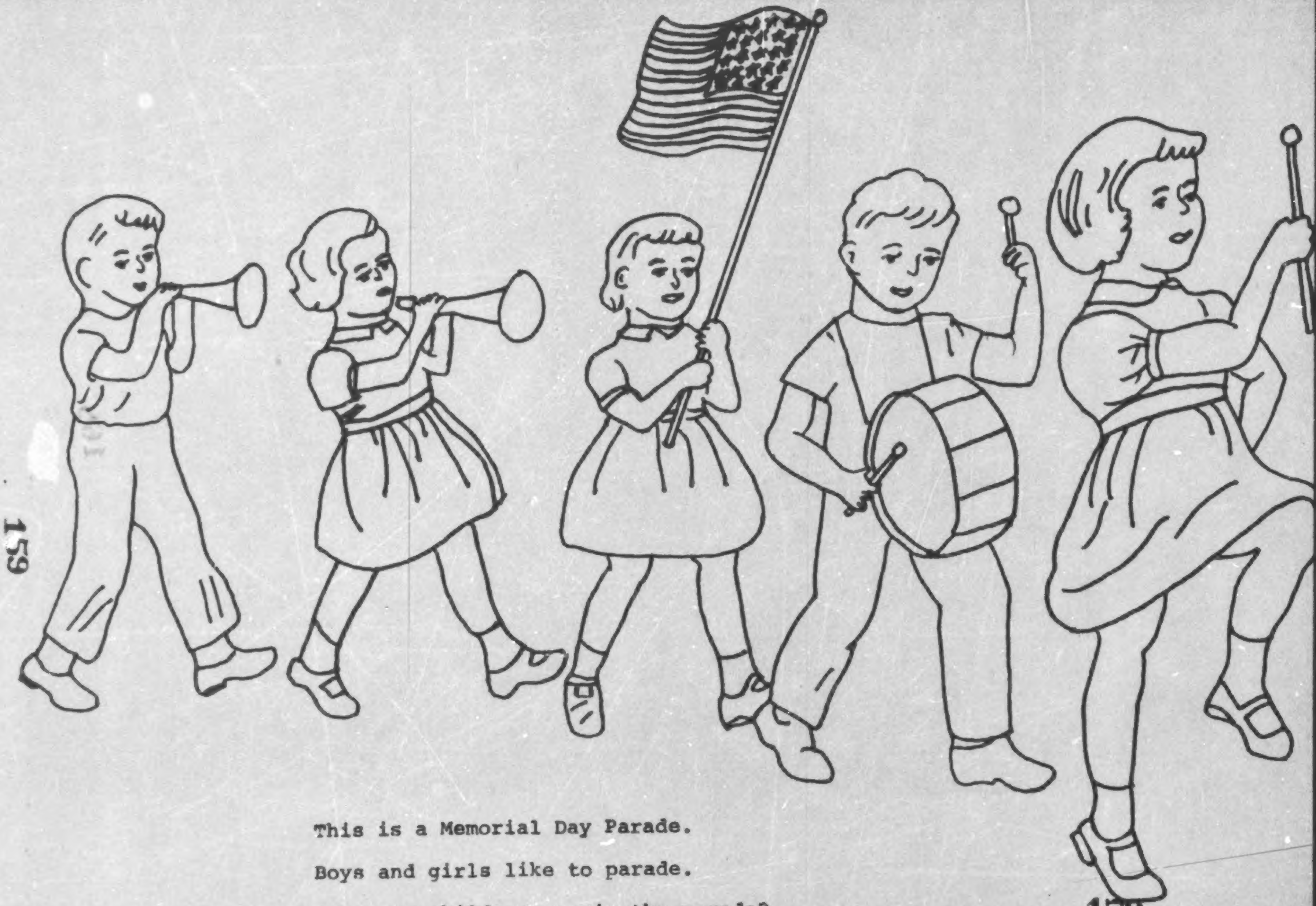
Color the yellow.



Soldiers wear a tan suit in the summer.

They wear dark green suits in the winter.

They also wear a dark green work suit.

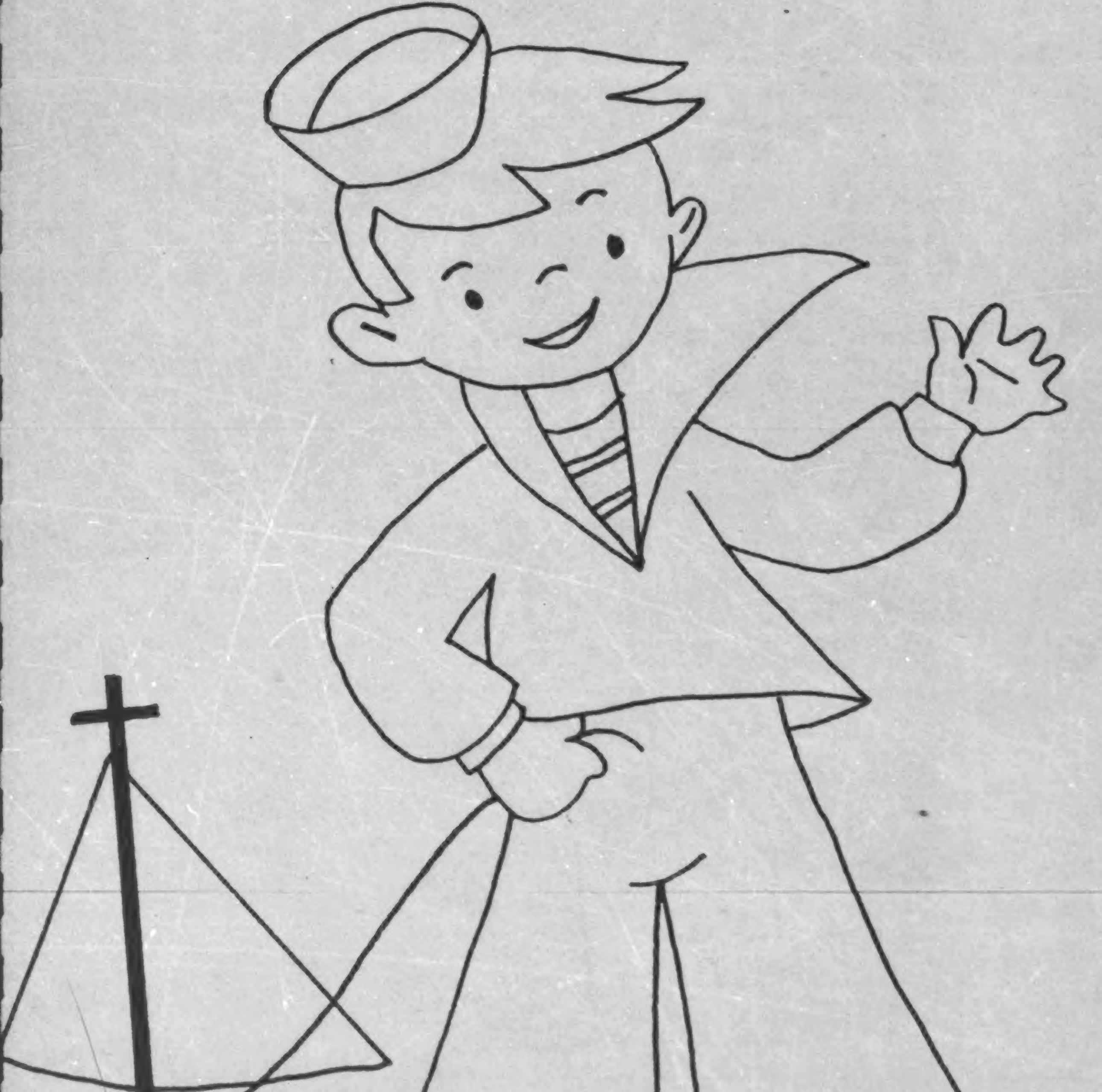


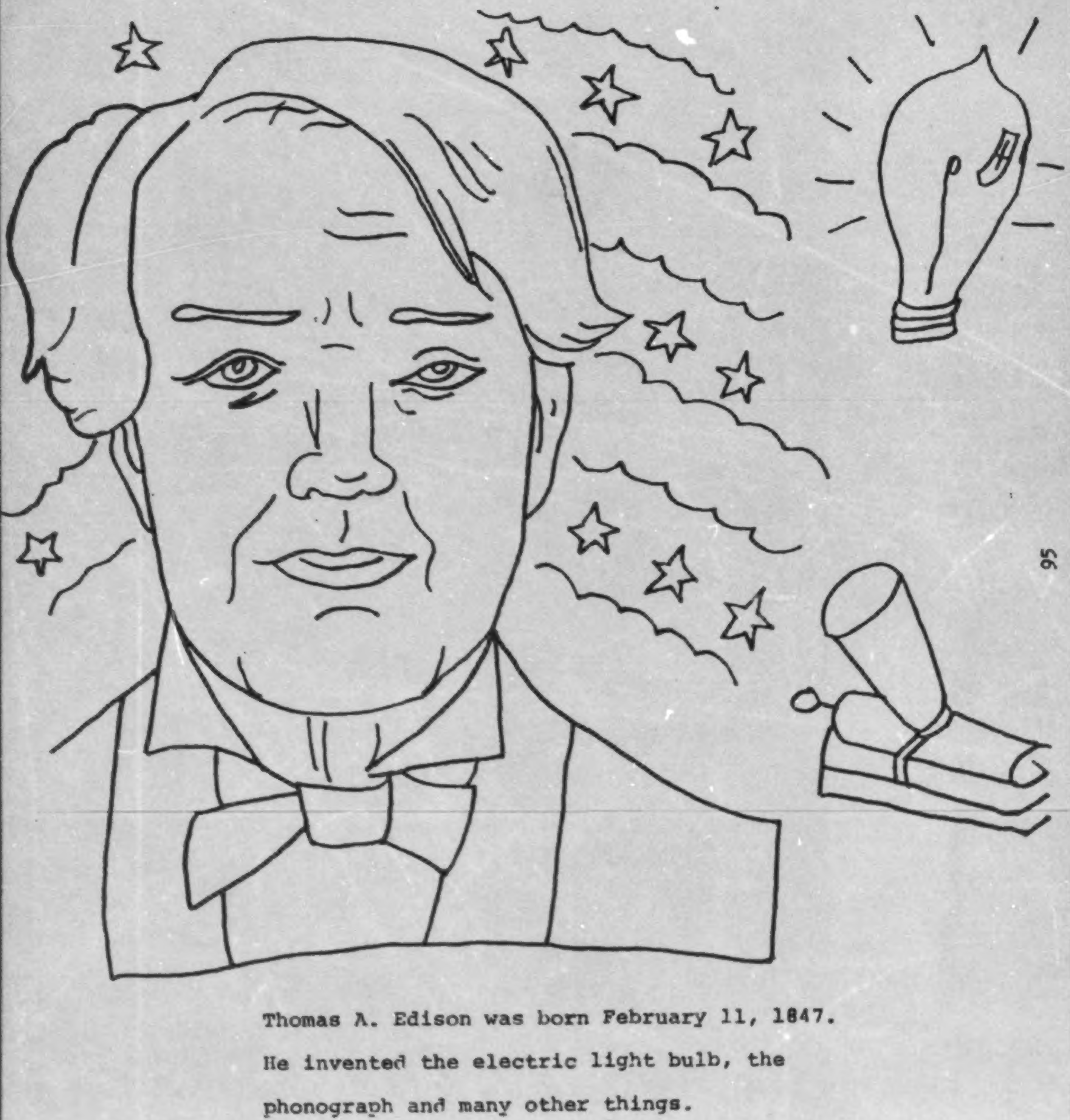
This is a Memorial Day Parade.

Boys and girls like to parade.

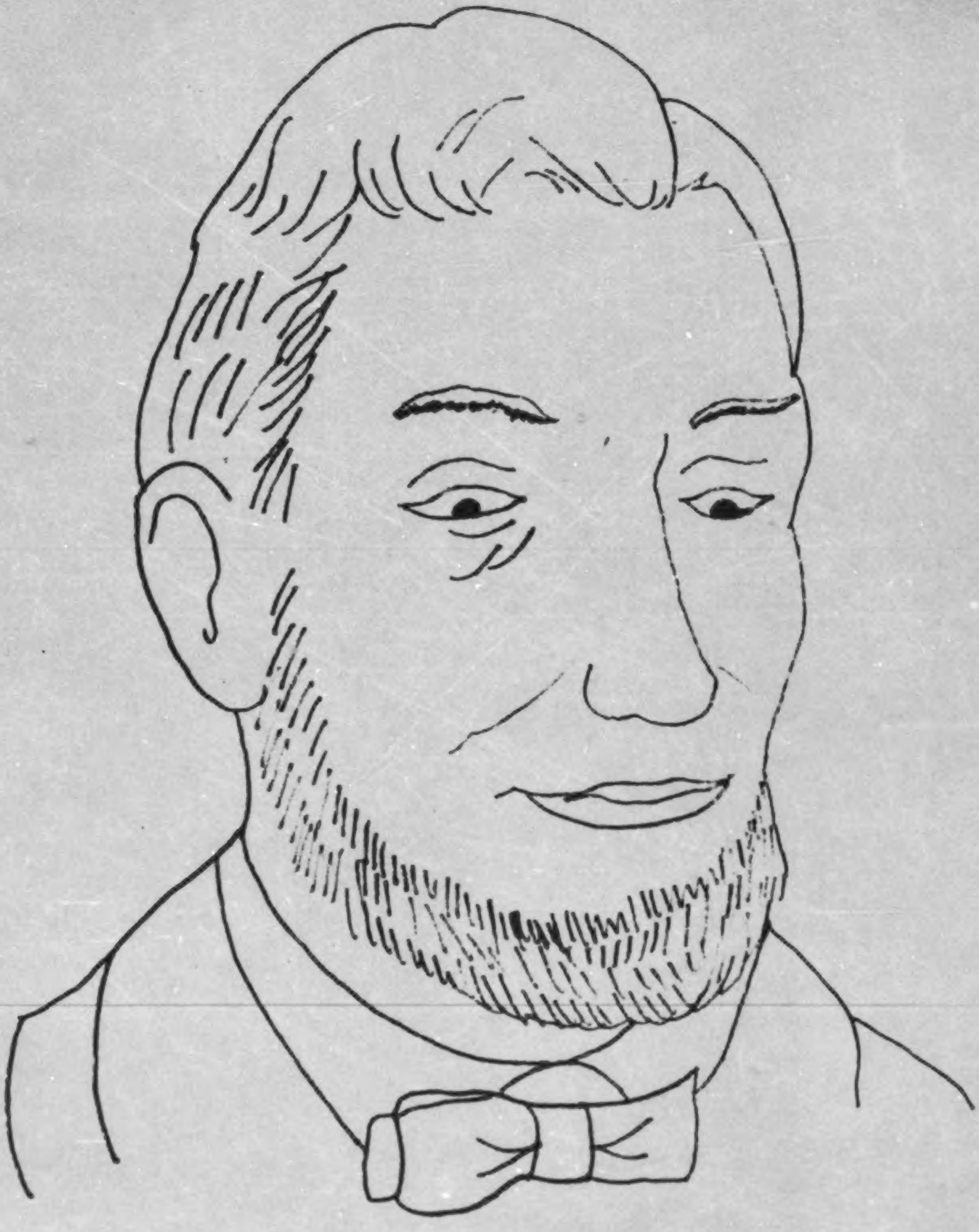
How many children are in the parade?

Blue

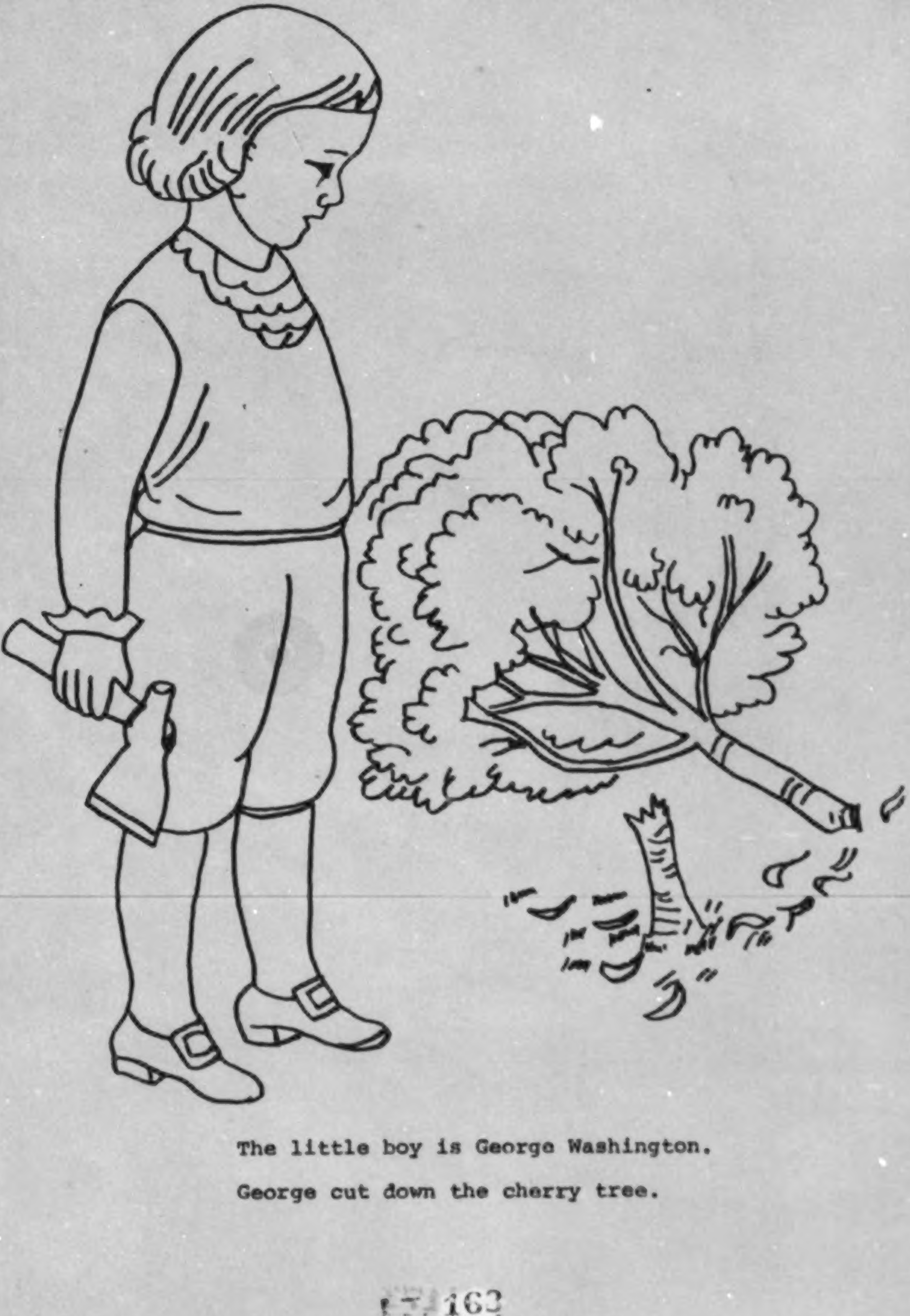




Thomas A. Edison was born February 11, 1847. He invented the electric light bulb, the phonograph and many other things.

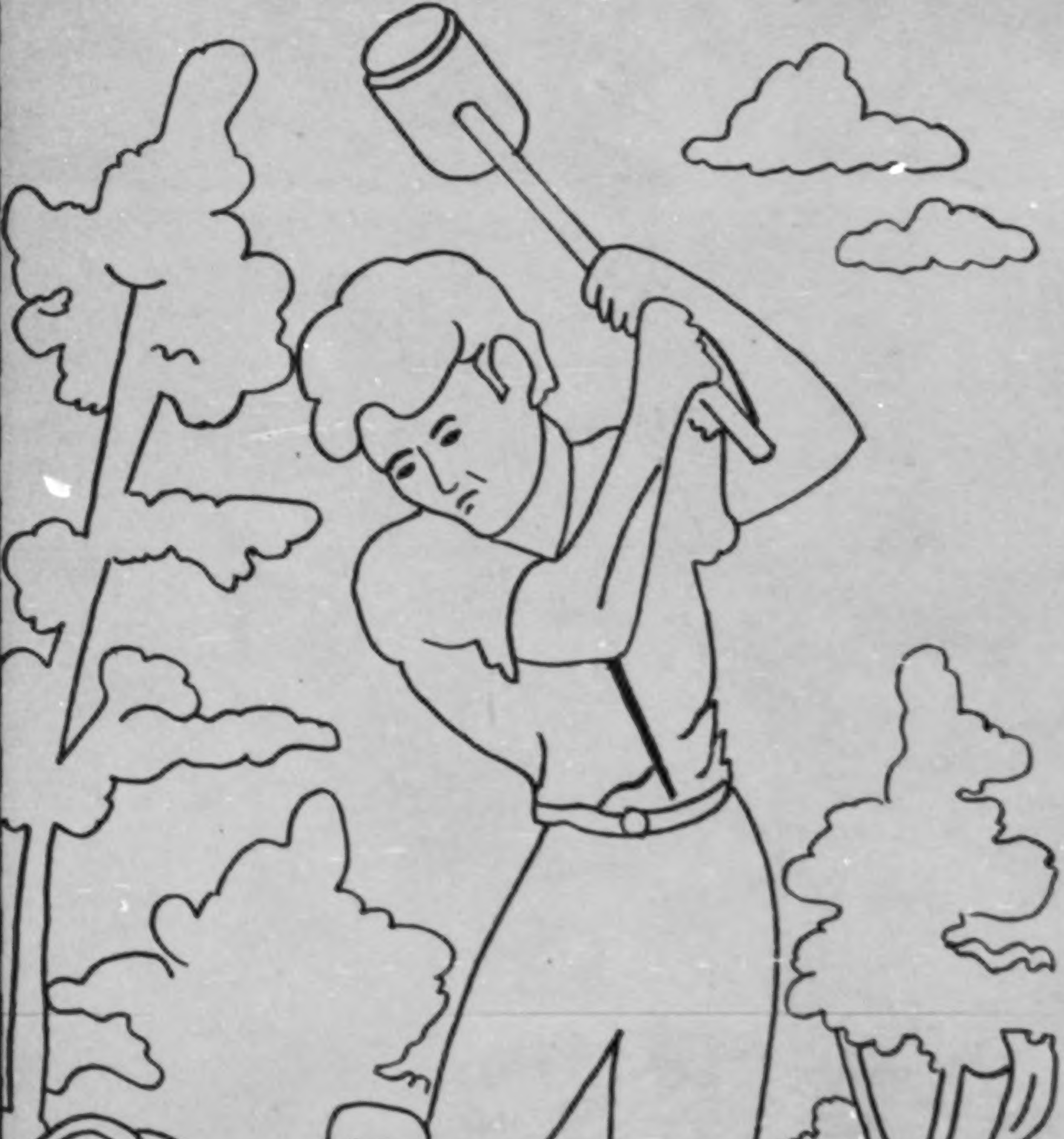


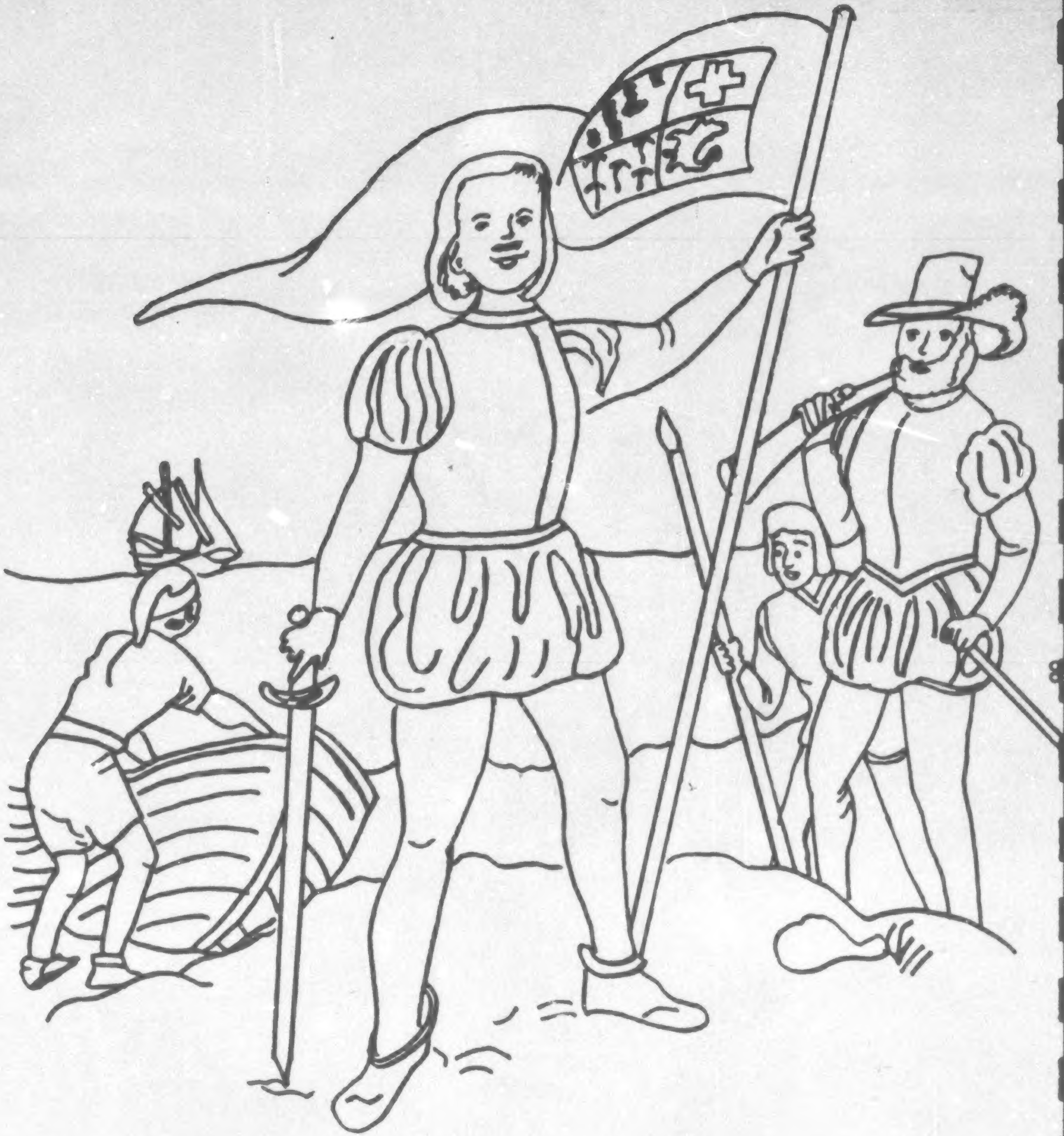
Abraham Lincoln



The little boy is George Washington.

George cut down the cherry tree.

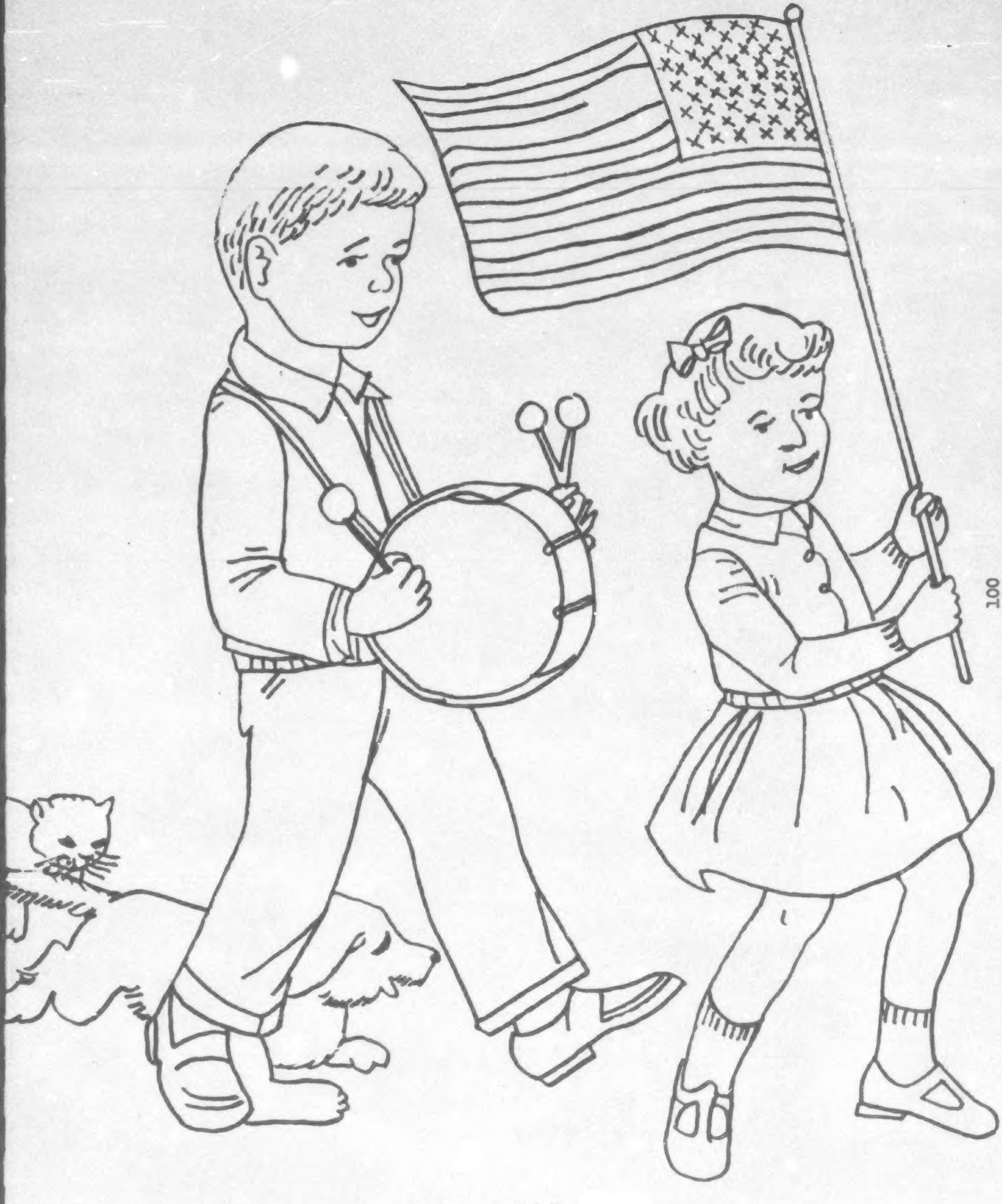




Columbus came to America in 1492.

My name is ______________________

Veterans Day Parade.



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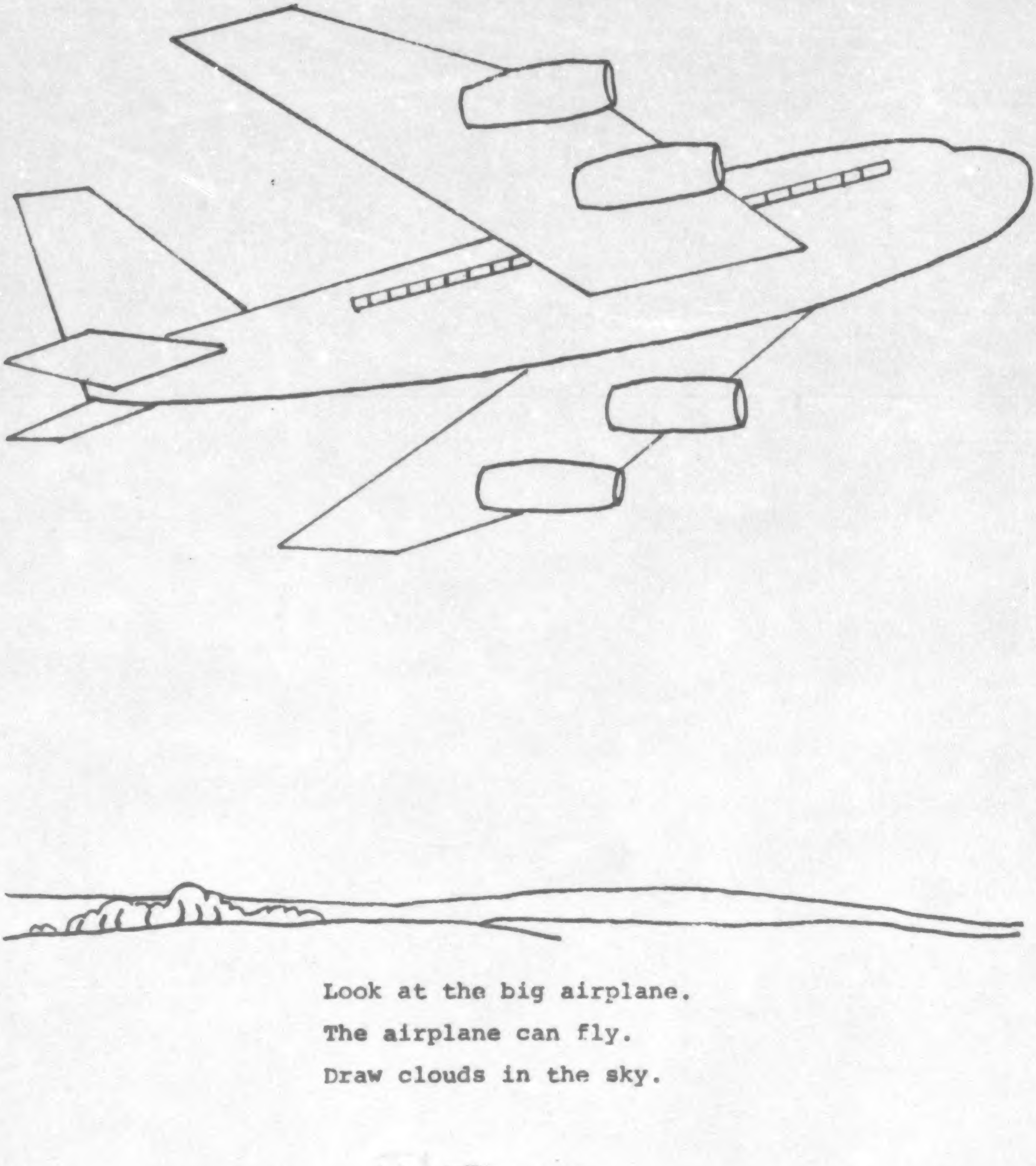
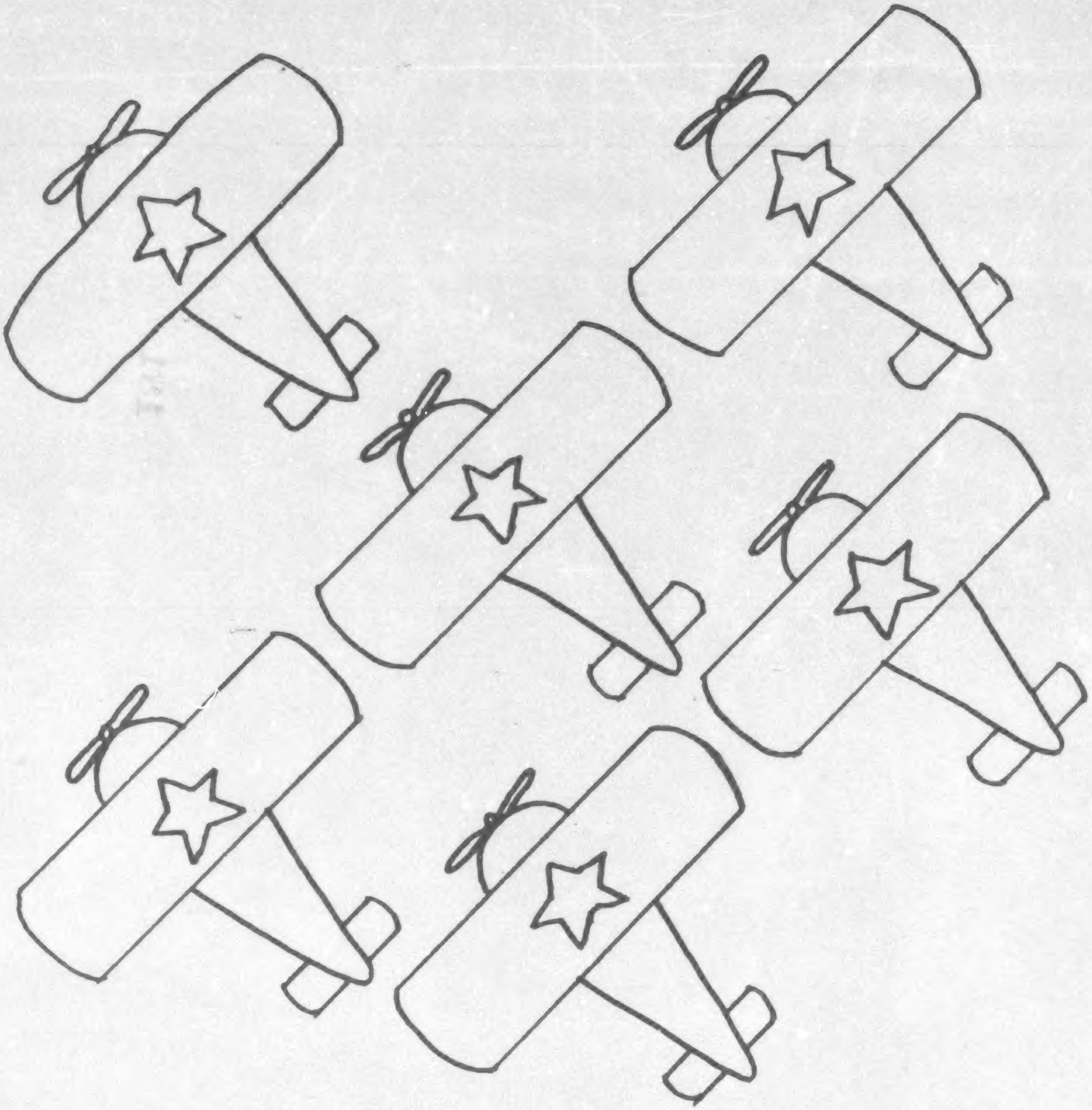


Look at the big airplane.

The airplane can fly.

Draw clouds in the sky.



REFERENCES FOR ALL UNITS

SPEAKERS

1. Mother and her job
2. Father and his job
3. Relatives
4. Farmer
5. Postman
6. Policeman
7. Fireman
8. Veteranarian
9. Turkey Farm Worker
10. Nurse
11. Doctor
12. Dentist
13. Store Clerk
14. Podiatrist
15. Tire Worker
16. Artist
17. Entertainer
18. Park Worker
19. Weatherman
20. Radio or TV announcer
21. Health Department
22. Worker on Food Inspection
23. Plumber
24. Bus Driver

FIEL

1. Honadles Candy
2. Dunkin Doughnuts
3. Mr. Hesson's Farm
4. Administration Buildi
5. Church's Chicken
6. MacDonalds
7. Mr. Jones Hair Design
8. Chestnut Ridge Dairy
9. Burger Chef
10. Podiatrist
11. Dentist
12. Post Office
13. Faye's Beauty Shop
14. Library main or branc
15. Click - store
16. Acme - store
17. A & P - store
18. Children's Hospital
19. Fabric Shop

REFERENCES FOR ALL UNITS

SPEAKERS

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FIELD TRIPS

1. Honadles Candy
2. Dunkin Doughnuts
3. Mr. Hesson's Farm
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7. Mr. Jones Hair Designer
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13. Faye's Beauty Shop
14. Library main or branch
15. Click - store
16. Acme - store
17. A & P - store
18. Children's Hospital
19. Fabric Shop

FILMS

901	Beginning Responsibility: Being On Time
1115	Beginning Responsibility: Rules At School
79	Going To School Is Your Job
1518	People Are Different And Alike
336	An Airplane Trip By Jet
862	Engines and How They Work
964	What's So Important About the Wheel?
5106	American Farmer
3	The Big Road
1334	Cattlemen: A Rancher's Story
374	Citrus Culture
724	The City
592	Clothing
508	Community Airport
491	Community Service
773	Conservation for Beginners
371	Cotton Picking and Ginning
372	Cotton Planting
1173	Country Store
291	Dairy Farm
1240	Dairy Farm to Door
216	Farm Animals

774	Farmyard Babies
202	The Fireman
1410	Food For the City: F
305	Food For the City: W
524	The Food Store
665	Frisky The Calf
115	Frozen Foods
1253	Let's Visit A Shoppi
136	The Mailman
1034	Making Work Easier
1555	My City
57	New House; Where It
63	Pioneer Spinning and
141	The Policeman
1409	Ships Need a Harbor
684	The Toymaker
792	Truck Farm to Store
274	Truck Transportation
48	What Our Town Does f
54	Where Does Our Food
746	Wholesale Produce Ma
747	Wholesale Produce Ma
5045	Your Daily Bread

REFERENCES FOR ALL UNITS

FILMS

pponsibility: Being On Time
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FILMS

774	Farmyard Babies
202	The Fireman
1410	Food For the City: Produce
305	Food For the City: Wheat and Flour
524	The Food Store
665	Frisky The Calf
115	Frozen Foods
1253	Let's Visit A Shopping Center
136	The Mailman
1034	Making Work Easier
1555	My City
57	New House; Where It Comes From
63	Pioneer Spinning and Weaving
141	The Policeman
1409	Ships Need a Harbor
684	The Toymaker
792	Truck Farm to Store
274	Truck Transportation on the Long Haul
48	What Our Town Does for Us
54	Where Does Our Food Come From
746	Wholesale Produce Market - Part 1
747	Wholesale Produce Market - Part 2
5045	Your Daily Bread

REFERENCES FOR ALL UNITS

FILMSTRIPS

FS1299	What's In A Neighborhood
FS1702	Playing Community Helpers
FS1195	Boats and Ships
2	Bob Osborn, Farm Boy
31	Building A House
1198	Busses
129	Buying A Pet
223	Family Helpers
1413	The Food Store
1197	The Freight Train
1411	Getting Food Ready for Market
1432	Going Places Safely By Rail
29	How the City Is Fed
61	Janet Visits a Dairy Farm
477	The Librarian
490	The Milkman
1169	The Passenger Train
1345	Story of a Box Car
571	Story of Bread
326	Story of Children's Shoes
3	Story of Corn

FILMST

FS 588	The Story of Cotton
572	The Story of Fruits
647	The Story of How App
586	The Story of Leather
573	The Story of Meat
570	The Story of Milk
585	The Story of Rubber
661	The Story of Wool
1303	Supplying Food for O
1199	Trucks
1341	Working on the Railr

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REFERENCES FOR ALL UNITS

FILMSTRIPS

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FILMSTRIPS

FS 588	The Story of Cotton
572	The Story of Fruits and Vegetables
647	The Story of How Apples Grow
586	The Story of Leather
573	The Story of Meat
570	The Story of Milk
585	The Story of Rubber
661	The Story of Wool
1303	Supplying Food for Our Cities
1199	Trucks
1341	Working on the Railroad

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